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ANNUAL REPORTS

1950-1951

NEW JERSEY STATE TEACHERS COLLEGE AT MONTCLAIR

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ANNUAL REPORT OF THE NEW JERSEY STATE TEACHERS COLLEGE AT MONTCLAIR
FOR THE COLLEGE YEAR 1950-1951

To the Commissioner of Education:

Permit me to present the following report on the work at the New Jersey State Teachers College at Montclair for the college year of 1950-1951. Accompanying this report will be found the annual reports of the various departments and agencies of the College for the same period.

I DEVELOPMENTS AND PROGRESS

Statistical data which indicate the general status of the College are to be found on the pages following the retiring president's brief statements. His statements under the heading of Developments and Progress are as follows:

A. The authorization for a referendum on a fifteen million dollar bond issue to provide building facilities for the State Teachers Colleges of New Jersey was passed by the Legislature on July 9, 1951.

B. Dr. E. DeAlton Partridge was appointed President on June 1, 1951 and will take office on September the 1st, 1951.

II RECOMMENDATIONS

It is obvious that the major recommendations are:

1. The approval of the bond issue bill through referendum in the November election.

2. It is heartily recommended that all parties concerned with the promotion of teacher education in the State of New Jersey give Dr. Partridge and the faculty of the State Teachers College at Montclair their full cooperation and loyal support.

Respectfully submitted,

H. A. Sprague
President

HAS:fev

ANALYSIS OF ENROLLMENT TRENDS AND OTHER STATISTICAL DATA

There are two factors in general which have operated to change the size and nature of the student body and the program of studies at Montclair over the past five years.

1. The admittance of a substantial number of veterans, which for three of four years increased the enrollment, but by the end of the school year in 1951 had showed a marked decrease.

2. The acute shortage of elementary teachers in the state resulting in a ruling by the State Board that students in certain curricula in secondary education should be required to take elementary education courses.

It will be seen from Table I that the college enrollment has decreased from an high in 1947-1948 of 1367 to 991 for the spring semester of 1951. This decrease is due almost entirely to the reduced number of veterans in the college and indicates a return to a more normal situation with regard to recruiting high school graduates into teacher education.

Table II indicates that there is still a wide distribution of students according to county of residence. The largest number of students, more than one out of every three, are recruited from Essex County. The next largest number comes from Bergen, followed by Passaic and Hudson in that order. During the school year every county in the state was represented by at least one student.

It is quite obvious that during the coming years it will be necessary for the college to adjust to the change in its enrollment as the veterans continue to graduate. This will of necessity mean some reduction in staff, accompanied by the transfer of some members from the veterans to the regular budget.

The requirement that students of Montclair shall take elementary education courses instead of electives has naturally resulted in a considerable change in the course offerings, especially during the junior and senior years. Very few students can now elect any courses whatsoever unless they have a B average or better and can take such courses over and above the elementary education requirements. It is quite obvious from the placement records that this policy is resulting in more elementary teachers being available. Therefore the college is helping to meet the critical situation in this regard. However, it does seriously limit the opportunity for the student to pursue his own interest and enlarge his cultural background in areas according to his own choosing.

As the veterans graduate from the college there is bound to be also a change in the summer school enrollment. No doubt the summer school offerings will return to their original purpose of providing many graduate courses for students who want to pursue certification or a master's degree.

ANALYSIS OF ENROLLMENT TRENDS AND OTHER STATISTICAL DATA

There are two factors in general which have operated to change the size and nature of the student body and the program of studies at Montana over the past five years.

1. The attendance of a substantial number of veterans, which for three or four years increased the enrollment, but by the end of the school year in 1951 had shown a marked decrease.

2. The shortage of elementary teachers in the state resulting in a ruling by the State Board that students in certain districts in secondary education should be required to take elementary education courses.

It will be seen from Table I that the college enrollment has decreased from an high in 1947-1948 of 12,671 to 9,911 for the same period of 1951. This decrease is due almost entirely to the reduced number of veterans in the college and indicates a shift to a more normal situation with respect to returning high school graduates from military education.

Table II indicates that there is still a wide distribution of students according to county of residence. The largest number of students, more than one out of every three, are recruited from Teton County. The next largest number come from Blaine, followed by Park and Yellowstone in that order. During the school year every county in the state was represented by at least one student.

It is quite obvious that during the coming years it will be necessary for the college to adjust to the change in the enrollment as the veterans continue to graduate. This will of necessity mean some reduction in staff, accompanied by the transfer of some members from the veterans to the regular student.

The requirement that students of Montana shall take elementary education courses instead of electives has naturally resulted in a considerable change in the course offerings, especially during the Junior and senior years. Very few students can now elect any courses whatsoever unless they have a B average or better and can take and pass the elementary education examination. It is quite obvious from the present records that this policy is resulting in more elementary teachers being available. Therefore the college is being to meet the critical situation in this regard. However, it does seriously limit the opportunity for the student to pursue his own interest and make his cultural background in order to his own choosing.

As the veterans graduate from the college there is bound to be also a change in the normal school enrollment. We must have a normal school offering will return to their original purpose of providing many graduate courses for students who want to pursue certification or a master's degree.

FACULTY 1950-1951

ACADEMIC STATUS OF FACULTY OVER FIVE YEAR PERIOD

Full-time members of Regular Payroll:

<u>Degree</u>	1946-1947		1947-1948		1948-1949		1949-1950		1950-1951	
	No.	%	No.	%	No.	%	No.	%	No.	%
Doctor's degree or equiv. preparation	35	57%	34	55%	34	55%	38	54%	42	55%
60 Semester-hours of Graduate study	12	20%	13	21%	16	26%	22	31%	25	32%
Master's degree or equiv. preparation	13	21%	14	22%	11	17%	10	14%	8	10%
Bachelor's degree	0	0%	0	0%	0	0%	0	0%	1	1%
M.D. degree	1	2%	1	2%	1	2%	1	1%	1	1%
Totals	61	100%	62	100%	62	100%	71	100%	77	99%

Full-time members of Veterans Payroll

Doctor's degree or equiv. preparation	1	10%	7	29%	7	29%	5	31%	1	8%
60 Semester-hours of Graduate Study	5	50%	4	17%	5	21%	2	12½%	3	25%
Master's degree or equiv. preparation	3	30%	11	46%	10	42%	6	37½%	6	50%
Bachelor's degree	1	10%	2	8%	2	8%	3	19%	2	17%
M.D. degree	0	0%	0	0%	0	0%	0	0%	0	0%
Totals	10	100%	24	100%	24	100%	16	100%	12	100%

PROFESSORIAL RANK PERCENTAGES FOR FULL-TIME FACULTY

<u>Rank</u>	<u>No.</u>	<u>Percentages</u>
Professor	14	16%
Associate Professor	13	15%
Assistant Professor	23	26%
Instructor	33	37%
Assistant Instructor	5	6%
Totals	88	100%

ACADEMIC STAFF OF HARVARD COLLEGE FIVE YEAR PERIOD

Full-time members of Harvard Faculty:

Period	No.	1946-1947	1947-1948	1948-1949	1949-1950	1950-1951
Doctor's degree or equivalent preparation	32	34	34	34	34	34
60 semester-hours of graduate study	12	13	13	16	22	22
Master's degree or equivalent preparation	13	14	14	11	10	10
Bachelor's degree	0	0	0	0	0	1
M.D. degree	1	1	1	1	1	1
Total	61	62	62	62	67	71

Part-time members of Harvard Faculty:

Doctor's degree or equivalent preparation	1	1	1	2	2	1
60 semester-hours of graduate study	2	4	2	2	2	3
Master's degree or equivalent preparation	3	11	10	6	6	6
Bachelor's degree	1	2	2	3	3	2
M.D. degree	0	0	0	0	0	0
Total	10	24	24	24	24	24

PROFESSORIAL RANK DISTRIBUTION FOR FULL-TIME FACULTY

Rank	No.	Percentage
Professor	14	14%
Associate Professor	13	13%
Assistant Professor	23	23%
Assistant Professor	13	13%
Assistant Professor	2	2%
Total	65	100%

1950-1951 FACULTY AND STAFF CHANGES

Faculty Appointments

Hugh Allen

Instructor, Physical Science & Science Education

Aldis B. Hatch

Associate Professor & Acting Head of Language Dept.

Ellen Kauffman

Instructor, Speech

William Lone, Jr.

Instructor, Mathematics

Mildred M. Osgood

Instructor, Art

D. Irene Pennington

Instructor, English

Marie M. Scotti

Asst. Instructor - Alumni Secretary

Transfer from Civil Service Staff to Faculty (March, 1951)

Mary M. House

Asst. Instructor & Acting Registrar during Military Leave Absence of Morris Seibert

Staff Appointments

Izetta Brown

Dining Room Supervisor

Nicholas Guarino

Senior Clerk Bookkeeper, Business Office

Ruth Lippitt

Secretary to the Dean of Women

Grace Lewis

Secretary, Placement Office & Integration Office

Resignations & Retirements, Military Leaves of Faculty Members

Harry A. Sprague

President - Retired August 31, 1951

Arthur Seybold

Assoc. Professor & Director of the College High School - Retired June 30, 1951

Robert Dartt

Instructor, English & Publicity Director

Herbert Gooden

Leave of Absence for duty with N.J. State Dept. of Education, effective June 30, 1951

Gilbert Hourtoule

Instructor, Geography, June 30, 1951

Benjamin Karp

Instructor, Art " " "

William Lone

Instructor, Mathematics " " "

Marie Mauriello Scotti

Ass't. Instructor - Alumni Secretary, June 30, '51

Henry Schmidt - Military Leave as of March, 1951

Ass't. Professor & Director, Health, Physical Education & Recreation

Charles Sensale

Ass't. Instructor, Mathematics, June 30, 1951

Morris Seibert - Military Leave as of March, 1951

Instructor & Registrar

Felix Wittmer

Associate Professor, Social Studies, June 30, 1951

Staff Resignations

Charlotte P. Baussmann

Senior Clerk, Registrar's Office, Nov. 30, 1950

Lillian Savastano

Senior Clerk-Bookkeeper, Business Office, Oct. 1950

Karl Mostert

Food Service Supervisor, Grade IV, June 15, 1951, Retired

DATA ON ENROLLMENT

Table I - Spring Enrollment in Freshmen, Sophomore, Junior and Senior Classes by Men and Women for the Five-Year Period Beginning February 1, 1947 and ending February 1, 1951

<u>Class</u>	<u>1946-1947</u>	<u>1947-1948</u>	<u>1948-1949</u>	<u>1949-1950</u>	<u>1950-1951</u>
Freshmen					
Men	243	194	114	99	114
Women	179	173	192	166	136
Total	422	367	306	265	250
% of Grand Total	34%	27%	26%	24%	25%
Sophomores					
Men	137	250	145	100	89
Women	194	162	145	173	149
Total	331	412	290	273	238
% of Grand Total	27%	30%	24%	25%	24%
Juniors					
Men	100	159	201	111	89
Women	161	178	138	132	167
Total	261	337	339	243	256
% of Grand Total	21%	25%	28%	22%	26%
Seniors					
Men	76	88	123	179	121
Women	151	163	146	134	126
Total	227	251	269	313	247
% of Grand Total	18%	18%	22%	29%	25%
GRAND TOTAL	1241	1367	1204	1094	991

DATA ON ENROLLMENT

Table I - Spring Enrollment in Women's, Professional, Junior and Senior Classes by Sex and Women for the Five-Year Period Beginning February 1, 1947 and ending February 1, 1951

Class	1946-1947	1947-1948	1948-1949	1949-1950	1950-1951
Professional					
Men	243	191	174	22	171
Women	179	173	155	155	133
Total	422	364	329	377	304
% of Grand Total	31%	24%	20%	24%	22%
Professional					
Men	173	220	175	100	82
Women	191	173	175	173	173
Total	364	393	350	273	255
% of Grand Total	24%	26%	22%	18%	18%
Junior					
Men	100	123	201	171	123
Women	191	173	173	173	173
Total	291	296	374	344	296
% of Grand Total	21%	20%	24%	22%	22%
Senior					
Men	76	73	153	173	151
Women	191	193	176	173	159
Total	267	266	329	346	310
% of Grand Total	19%	18%	22%	23%	22%
GRAND TOTAL	1371	1593	1524	1041	967

Table II - Spring Registration by Counties for the Period from February 1, 1947 to February 1, 1951

County	1946-1947			1947-1948			1948-1949			1949-1950			1950-1951			Percent Distrib. 1950-51
	M	W	T	M	W	T	M	W	T	M	W	T	M	W	T	
Atlantic	4	6	10	4	10	14	2	7	9	3	9	12	4	6	10	1.0%
Bergen	79	85	164	94	90	184	82	80	162	75	67	142	72	72	144	14.5
Burlington	-	3	3	1	1	2	1	3	4	2	-	2	1	-	1	.1
Camden	9	6	15	8	9	17	5	9	14	2	9	11	1	8	9	.9
Cape May	2	2	4	3	1	4	3	-	3	3	1	4	-	1	1	.1
Cumberland	2	11	13	3	10	13	2	6	8	1	6	7	-	3	3	.3
Essex	217	241	458	280	242	522	242	225	467	188	218	406	145	210	355	35.8
Gloucester	1	1	2	1	2	3	1	3	4	3	2	5	-	3	3	.3
Hudson	57	80	137	75	75	150	66	68	134	53	73	126	48	67	115	11.6
Hunterdon	1	1	2	2	2	4	1	2	3	1	2	3	1	1	2	.2
Mercer	-	2	2	-	3	3	-	2	2	-	1	1	-	1	1	.1
Middlesex	11	14	25	12	11	23	14	10	24	12	16	28	8	12	20	2.0
Monmouth	5	23	28	6	23	29	10	28	38	13	33	46	12	27	39	3.9
Morris	14	32	46	24	31	55	19	35	54	17	29	46	19	23	42	4.2
Ocean	-	6	6	2	6	8	2	7	9	6	9	15	5	10	15	1.5
Passaic	98	114	212	108	96	204	84	78	162	72	74	146	61	76	137	13.8
Salem	1	-	1	1	-	1	1	-	1	1	-	1	1	-	1	.1
Somerset	3	12	15	8	11	19	4	7	11	2	5	7	2	2	4	.4
Sussex	6	6	12	5	6	11	3	4	7	2	4	6	4	5	9	.9
Union	31	42	73	46	39	85	40	43	83	33	45	78	26	47	73	7.3
Warren	2	6	8	3	7	10	1	4	5	-	2	2	1	3	4	.4
Out-of-State	4	1	5	5	1	6	-	-	-	-	-	-	2	1	3	.3
TOTALS	547	694	1241	691	676	1367	583	621	1204	489	605	1094	413	578	991	99.7%
% Increase or Decrease		44.1%			10.1%			-11.9%		-9.1%				-9.4%		

Company	2009-2010			2010-2011			2011-2012			2012-2013			2013-2014			2014-2015			2015-2016			2016-2017			2017-2018			2018-2019			2019-2020			2020-2021			2021-2022			2022-2023			2023-2024			2024-2025			2025-2026			2026-2027			2027-2028			2028-2029			2029-2030			2030-2031			2031-2032			2032-2033			2033-2034			2034-2035			2035-2036			2036-2037			2037-2038			2038-2039			2039-2040			2040-2041			2041-2042			2042-2043			2043-2044			2044-2045			2045-2046			2046-2047			2047-2048			2048-2049			2049-2050			2050-2051			2051-2052			2052-2053			2053-2054			2054-2055			2055-2056			2056-2057			2057-2058			2058-2059			2059-2060			2060-2061			2061-2062			2062-2063			2063-2064			2064-2065			2065-2066			2066-2067			2067-2068			2068-2069			2069-2070			2070-2071			2071-2072			2072-2073			2073-2074			2074-2075			2075-2076			2076-2077			2077-2078			2078-2079			2079-2080			2080-2081			2081-2082			2082-2083			2083-2084			2084-2085			2085-2086			2086-2087			2087-2088			2088-2089			2089-2090			2090-2091			2091-2092			2092-2093			2093-2094			2094-2095			2095-2096			2096-2097			2097-2098			2098-2099			2099-2100			2100-2101			2101-2102			2102-2103			2103-2104			2104-2105			2105-2106			2106-2107			2107-2108			2108-2109			2109-2110			2110-2111			2111-2112			2112-2113			2113-2114			2114-2115			2115-2116			2116-2117			2117-2118			2118-2119			2119-2120			2120-2121			2121-2122			2122-2123			2123-2124			2124-2125			2125-2126			2126-2127			2127-2128			2128-2129			2129-2130			2130-2131			2131-2132			2132-2133			2133-2134			2134-2135			2135-2136			2136-2137			2137-2138			2138-2139			2139-2140			2140-2141			2141-2142			2142-2143			2143-2144			2144-2145			2145-2146			2146-2147			2147-2148			2148-2149			2149-2150			2150-2151			2151-2152			2152-2153			2153-2154			2154-2155			2155-2156			2156-2157			2157-2158			2158-2159			2159-2160			2160-2161			2161-2162			2162-2163			2163-2164			2164-2165			2165-2166			2166-2167			2167-2168			2168-2169			2169-2170			2170-2171			2171-2172			2172-2173			2173-2174			2174-2175			2175-2176			2176-2177			2177-2178			2178-2179			2179-2180			2180-2181			2181-2182			2182-2183			2183-2184			2184-2185			2185-2186			2186-2187			2187-2188			2188-2189			2189-2190			2190-2191			2191-2192			2192-2193			2193-2194			2194-2195			2195-2196			2196-2197			2197-2198			2198-2199			2199-2200			2200-2201			2201-2202			2202-2203			2203-2204			2204-2205			2205-2206			2206-2207			2207-2208			2208-2209			2209-2210			2210-2211			2211-2212			2212-2213			2213-2214			2214-2215			2215-2216			2216-2217			2217-2218			2218-2219			2219-2220			2220-2221			2221-2222			2222-2223			2223-2224			2224-2225			2225-2226			2226-2227			2227-2228			2228-2229			2229-2230			2230-2231			2231-2232			2232-2233			2233-2234			2234-2235			2235-2236			2236-2237			2237-2238			2238-2239			2239-2240			2240-2241			2241-2242			2242-2243			2243-2244			2244-2245			2245-2246			2246-2247			2247-2248			2248-2249			2249-2250			2250-2251			2251-2252			2252-2253			2253-2254			2254-2255			2255-2256			2256-2257			2257-2258			2258-2259			2259-2260			2260-2261			2261-2262			2262-2263			2263-2264			2264-2265			2265-2266			2266-2267			2267-2268			2268-2269			2269-2270			2270-2271			2271-2272			2272-2273			2273-2274			2274-2275			2275-2276			2276-2277			2277-2278			2278-2279			2279-2280			2280-2281			2281-2282			2282-2283			2283-2284			2284-2285			2285-2286			2286-2287			2287-2288			2288-2289			2289-2290			2290-2291			2291-2292			2292-2293			2293-2294			2294-2295			2295-2296			2296-2297			2297-2298			2298-2299			2299-2300			2300-2301			2301-2302			2302-2303			2303-2304			2304-2305			2305-2306			2306-2307			2307-2308			2308-2309			2309-2310			2310-2311			2311-2312			2312-2313			2313-2314			2314-2315			2315-2316		
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Table III - Number of Freshmen Admitted over Five Year Period

<u>Year</u>	<u>Men</u>	<u>Women</u>	<u>Total</u>
1946-1947	270 (Jan. - 67 June & Sept. - 203)	183 (Jan. - 16 June & Sept. - 167)	453
1947-1948	189 (Jan. - 32 June & Sept. - 157)	171 (Jan. - 15 Sept. - 156)	360
1948-1949	134 (Sept. only)	219 (Sept. only)	353
1949-1950	99 (Sept. only)	166 (Sept. only)	265
1950-1951	150 (Sept. only)	157 (Sept. only)	307

Table IV - Students Admitted on Advanced Standing over Five Year Period

<u>Year</u>	<u>Seniors</u>	<u>Juniors</u>	<u>Sophomores</u>	<u>Freshmen</u>	<u>Total</u>
1946-1947	13	27	67	6	113 (Includes 18 (former M.S.T.C. students.)
1947-1948	7	30	67	3	107 (Includes 23 for- mer MSTC students
1948-1949	7	12	39	6	64 (Includes 15 for- mer MSTC students
1949-1950	3	20	35	16	74 (Includes 23 for- mer MSTC students
1950-1951	5	12	33	16	66 (Includes 13 for- mer MSTC students
TOTAL	35	101	241	47	424 (Includes 92 for- mer MSTC students)

Table IX - Number of Freshmen Awarded over Five Year Period

Year	1940-1941	1941-1942	1942-1943	1943-1944	1944-1945	Total
1940-1941	127 (Genl. - 127)	127 (Genl. - 127)	127 (Genl. - 127)	127 (Genl. - 127)	127 (Genl. - 127)	127
1941-1942	127 (Genl. - 127)	127 (Genl. - 127)	127 (Genl. - 127)	127 (Genl. - 127)	127 (Genl. - 127)	127
1942-1943	127 (Genl. - 127)	127 (Genl. - 127)	127 (Genl. - 127)	127 (Genl. - 127)	127 (Genl. - 127)	127
1943-1944	127 (Genl. - 127)	127 (Genl. - 127)	127 (Genl. - 127)	127 (Genl. - 127)	127 (Genl. - 127)	127
1944-1945	127 (Genl. - 127)	127 (Genl. - 127)	127 (Genl. - 127)	127 (Genl. - 127)	127 (Genl. - 127)	127

Table IV - Students Admitted on Advanced Standing over Five Year Period

Year	1940-1941	1941-1942	1942-1943	1943-1944	1944-1945	Total
1940-1941	127 (Genl. - 127)	127 (Genl. - 127)	127 (Genl. - 127)	127 (Genl. - 127)	127 (Genl. - 127)	127
1941-1942	127 (Genl. - 127)	127 (Genl. - 127)	127 (Genl. - 127)	127 (Genl. - 127)	127 (Genl. - 127)	127
1942-1943	127 (Genl. - 127)	127 (Genl. - 127)	127 (Genl. - 127)	127 (Genl. - 127)	127 (Genl. - 127)	127
1943-1944	127 (Genl. - 127)	127 (Genl. - 127)	127 (Genl. - 127)	127 (Genl. - 127)	127 (Genl. - 127)	127
1944-1945	127 (Genl. - 127)	127 (Genl. - 127)	127 (Genl. - 127)	127 (Genl. - 127)	127 (Genl. - 127)	127

Table V -- Withdrawals and Causes for Withdrawals over Five Year Period

Cause	1946-47		1947-48		1948-49		1949-50		1950-51		TOTAL	
	M	W	M	W	M	W	M	W	M	W	M	W
Lack of Funds	9	5	23	10	18	23	9	6	8	3	67	47
Health	5	2	11	13	3	6	10	6	2	2	31	29
Transfer to other school	9	6	11	9	8	12	11	7	8	11	47	45
Marriage	-	4	-	1	-	6	-	6	0	10	0	27
Family Reasons	-	-	-	-	-	-	2	4	1	5	3	9
Dropped (Dismissals)	1	9	17	10	16	10	9	11	7	7	50	47
Not Interested In Teaching	3	18	16	9	6	5	8	6	7	8	40	46
U.S. Mil. Service	1	-	4	-	4	-	5	-	34	1	48	1
Death	-	-	1	-	-	-	-	1	-	-	1	1
Employment	-	-	-	-	-	-	1	1	4	5	5	6
Miscellaneous and Unknown*	-	-	-	-	-	-	1	-	*11	15*	12	15
Total by M. & W.	28	44	83	52	55	62	56	48	82	67	304	273
GRAND TOTAL	72		135		117		104		149		577	

*Unknown figures for 1950-51 include for first time those who failed to register, as given in Table VIII, Registrar's Report.

Table VI - Student Enrollment by Majors as of February 1st of Each Year in Five Year Period

<u>Department</u>	<u>1946-47</u>	<u>1947-48</u>	<u>1948-49</u>	<u>1949-50</u>	<u>1950-51</u>
Business Education	209	271	220	191	166
English	214	245	213	221	200
Language	129	138	151	138	114
Mathematics	185	184	166	138	127
Music	41	56	64	66	67
Science	156	144	118	84	84
Social Studies	307	329	272	256	207
Speech	-	-	-	-	26
TOTALS	1241	1367	1204	1094	991

Table VII - Percentages of Total Number of Students Enrolled in Each Major Each Year

<u>Year Totals</u>	<u>1946-47</u>	<u>1947-48</u>	<u>1948-49</u>	<u>1949-50</u>	<u>1950-51</u>
	1241	1367	1204	1094	991
	<u>% of Tot.</u>	<u>% of Tot.</u>	<u>% of Tot.</u>	<u>% of Tot.</u>	<u>% of Tot.</u>
Business Education	17%	20%	18%	17%	17%
English	17%	18%	18%	20%	20%
Languages	10%	10%	12%	13%	11%
Mathematics	15%	13%	14%	13%	13%
Music	3%	4%	5%	6%	7%
Science	13%	11%	10%	8%	8%
Social Studies	25%	24%	23%	23%	21%
Speech	-	-	-	-	3%

Table VI - Student Enrollment by Major as of February 1st of Each Year in Five Year Period

Department	1946-47	1947-48	1948-49	1949-50	1950-51
Business Education	202	211	220	197	160
English	216	212	213	221	200
Law	122	130	121	130	117
Natural Science	122	121	100	122	124
Music	11	20	04	00	01
Religion	120	117	118	81	81
Social Studies	301	322	212	220	204
Speech	-	-	-	-	20
TOTALS	1267	1321	1234	1251	901

Table VII - Percentage of Total Number of Students Enrolled in Each Major Each Year

Year	1946-47	1947-48	1948-49	1949-50	1950-51
Total	1267	1321	1234	1251	901
% of Tot.	% of Tot.	% of Tot.	% of Tot.	% of Tot.	% of Tot.
Business Education	17%	20%	18%	17%	17%
English	17%	18%	18%	20%	20%
Law	10%	10%	12%	13%	13%
Natural Science	10%	13%	11%	13%	12%
Music	1%	1%	2%	0%	1%
Religion	13%	11%	10%	6%	9%
Social Studies	22%	24%	22%	22%	22%
Speech	-	-	-	-	2%

Table VIII - Analysis of Enrollment by Curricula for the Year 1950-51, as of 2/51

Department	Year in College				Total	Sex	
	1st	2nd	3rd	4th		M	W
Business Education	37	44	42	43	166	111	55
English	40	45	58	57	200	31	169
Languages	27	30	31	26	114	23	91
Mathematics	40	28	28	31	127	56	71
Music	23	16	14	14	67	37	30
Science	33	14	20	17	84	49	35
Social Studies	41	53	54	59	207	103	104
Speech	9	8	9	-	26	3	23
TOTALS	250	238	256	247	991	413	578

Table IX - Enrollment for A.M. Degree and Number of Degrees Granted over Five Year Period

<u>Year</u>	<u>Number of Matriculants</u>	<u>Number Receiving A.M. Degree</u>
1946-1947	533	90
1947-1948	541	87
1948-1949	499	100
1949-1950	560	137
1950-1951	606	129

Table X - Classification of Candidates for the Master's Degree by Majors

<u>Department</u>	<u>1950-51</u>
Administration & Supervision)	141
Personnel and Guidance) Integration	109
Business Education	45
English	89
Language	1
Mathematics	50
Science	51
Social Studies	120
Total	606

Table VII - Analysis of Enrollment by Graduate for the Year 1950-51, as of 2/51

Department	1st	2nd	3rd	4th	Total	Sex
Business Education	37	41	42	43	163	111 M 52 F
Education	40	42	28	27	200	31 M 69 F
Engineering	27	30	31	30	118	53 M 65 F
Mathematics	40	28	28	31	127	26 M 101 F
Science	23	16	11	11	61	37 M 24 F
Science	32	11	20	12	85	12 M 73 F
Social Studies	41	23	21	22	207	103 M 104 F
Speech	2	2	2	-	6	3 M 3 F
TOTAL	220	234	220	247	921	413 M 508 F

Table II - Enrollment for A.M. Degrees and Number of Degrees Granted over Five Year Period

Year	Number of Applicants	Number Degrees A.M. Degree
1946-1947	233	20
1947-1948	21	17
1948-1949	120	100
1949-1950	120	137
1950-1951	120	123

Table X - Classification of Candidates for the Master's Degree by Major

Department	1950-51
Social Studies	120
Science	21
Mathematics	20
Education	1
English	15
Business Education	15
Personnel and Guidance	109
Administration & Supervision	111
Total	600

Table XI - Distribution of 1951 Graduates Including June and August Graduations

For Secondary Teachers		Not Previously Eligible for Certification		Previously Eligible for Certification		<u>Totals</u>	
<u>Major</u>	<u>Degree</u>	<u>Men</u>	<u>Women</u>	<u>Men</u>	<u>Women</u>	<u>Men</u>	<u>Women</u>
Administration & Supervision	A.M.	5	0	37	9	42	9
Business Education	A.B.	38	8	0	0	38	8
	A.M.	1	0	9	1	10	1
English	A.B.	12	43	0	3	12	46
	A.M.	3	0	2	3	5	3
Foreign Languages	A.B.	3	22	0	0	3	22
	A.M.	0	0	0	0	0	0
Mathematics	A.B.	14	15	0	0	14	15
	A.M.	0	0	4	3	4	3
Music	A.B.	7	3	0	0	7	3
Science	A.B.	9	7	0	0	9	7
	A.M.	1	2	12	1	13	3
Social Studies	A.B.	34	27	0	1	34	28
	A.M.	2	2	8	7	10	9
Personnel & Guidance	A.M.	2	0	6	9	8	9
TOTALS		131	129	78	37	209	166
Graduate Curricula						92	37

Table II - Distribution of 1951 Graduates Including Those and Degrees Graduated

Major	Degrees	Not Previously Eligible for Certification		Previously Eligible for Certification		Totals	
		Men	Women	Men	Women	Men	Women
Administration & Supervision	A.M.	5	0	37	0	42	0
Business Education	A.B.	35	8	0	0	38	8
	A.M.	1	0	9	1	10	1
English	A.B.	12	43	0	3	12	46
	A.M.	3	0	5	3	8	3
Foreign Languages	A.B.	3	22	0	0	3	22
	A.M.	0	0	0	0	0	0
Mathematics	A.B.	14	12	0	0	14	12
	A.M.	0	0	4	3	4	3
Music	A.B.	7	3	0	0	7	3
	A.M.	0	0	0	0	0	0
Science	A.B.	9	7	0	0	9	7
	A.M.	1	2	12	1	13	3
Social Studies	A.B.	34	27	0	1	34	28
	A.M.	2	2	8	7	10	9
Personnel & Guidance	A.M.	2	0	6	0	8	0
TOTALS		131	129	78	37	209	166
GRADUATE CURRICULA						92	37

Table XII - Part-Time, Extension, and Summer Session Division

Part-Time and Extension Statistics

<u>Year</u>	<u>No. of Courses Offered</u>	<u>No. of Courses Given</u>	<u>Total No. Students</u>	<u>Total Number Registrations</u>	<u>Average No. Courses Taken Per Student</u>	<u>Average Number Registrations Per Course</u>
1944						
Fall	32	25	220	318	1.4	12.7
1945						
Spring	36	29	254	375	1.4	12.9
1945						
Fall	34	26	305	525	1.7	20.1
1946						
Spring	37	29	386	760	1.9	26.2
1946						
Fall	41	32	409	749	1.8	23.4
1947						
Spring	36	30	424	685	1.6	22.8
1947						
Fall	39	36	488	822	1.6	22.8
1948						
Spring	34	30	415	777	1.8	25.9
1948						
Fall	35	33	445	932	2.1	23 (Pt.-Time courses only)
1949						
Spring	32	31	499	1101	2.2	27 " " "
1949						
Fall	33	32	591	1444	2.4	33 " " "
1950						
Spring	35	35	641	1620	2.5	35 " " "
1950						
Fall	38	38	595	1346	2.2	28 " " "
1951						
Spring	40	40	540	1137	2.1	25 " " "

Summer Session Statistics

Summer of						
1945	64	59	207	488	2.3	8.2
1946	78	77	444	1180	2.6	15.3
1947	65	56	430	1063	2.4	19.0
1948	60	59	444	1096	2.4	18.5
1949	82	79	640	1571	2.4	18.6
1950*	81	75	874	2105	2.8	23.5
1951*	76	71	829	1807	2.5	21.9

*Total Number of Students and Registrations in these Summer Sessions include both School of Conservation and China Institute figures. Other 1950 and 1951 data are for Montclair courses only.

*Total Number of Students and Registrations in these Summer Sessions include both School of Conservation and Game Institute figures. Other 1920 and 1921 data are for Wildlife courses only.

Year	Number of Courses Offered	No. of Courses Given	Total No. Registrations	Total Number of Registrations	Average No. Courses Taken per Student	Average Number of Registrations per Course
1921	70	71	829	1807	2.5	25.9
1920	81	72	870	2102	2.6	23.3
1919	62	72	610	1277	2.4	18.4
1918	60	59	600	1026	2.4	18.2
1917	62	56	630	1063	2.4	19.0
1916	70	71	711	1780	2.6	12.3
1915	60	59	507	1488	2.3	4.3
Summer of 1914	40	40	400	1137	2.7	28.7
1913	38	38	422	1216	2.3	28.8
1912	38	38	422	1216	2.3	28.8
1911	39	36	408	822	1.6	22.8
1910	36	30	424	682	1.6	21.8
1909	47	32	409	742	1.6	23.4
1908	37	29	366	700	1.9	24.3
1907	36	26	302	522	1.7	20.1
1906	36	29	231	372	1.4	13.9
1905	38	22	220	318	1.4	12.7

Part-Time and Extension Statistics

Pages XII - Part-Time, Extension, and Summer Session Statistics

Table XIII - Summary of Enrollment Data

<u>Instructional Division</u>	<u>1946-47</u>	<u>1947-48</u>	<u>1948-49</u>	<u>1949-50</u>	<u>1950-51</u>
Regular Undergraduate	1241	1367	1204	1094	991
Regular Full-time Graduate	27	28	47	69	55
Summer Session	430	444	640	874	829
Part-time and Extension	833	903	944	1232	1135
College High School	170	178	176	172	170
Totals	2701	2920	3011	3441	3180

The above figures include duplicates

The total enrollment, or graduates and withdrawals, of the State Normal School from 1908 to 1930 was approximately as follows:

Graduates	3,921
Withdrawals	1,028
Total	4,949

Graduates and withdrawals from the State Teachers College from September, 1930, to June 30, 1951 were as follows:

Graduates with A.B. degree	4143
Graduates with A.M. degree	1086
Withdrawals	1613
Total	6842

Respectfully submitted,

H. A. Sprague
President

Table III - Summary of Enrollment Data

Instructional Division					
1946-47	1947-48	1948-49	1949-50	1950-51	
2701	2320	3011	3441	3125	Totals
170	178	116	175	170	College High School
833	903	77	1232	1112	Part-time and Extension
430	444	640	874	830	Summer Session
27	28	47	69	28	Regular Full-time Graduate
1247	1367	1204	1094	901	Regular Undergraduate

The above figures include duplicates

The total enrollment, or graduates and withdrawals, of the State Normal School from 1905 to 1930 was approximately as follows:

3,921	Graduates
1,028	Withdrawals
4,949	Total

Graduates and withdrawals from the State Teachers College from September, 1930, to June 30, 1951 were as follows:

4143	Graduates with A. B. degree
1086	Graduates with A. M. degree
1613	Withdrawals
6842	Total

Respectfully submitted,

H. A. Spence
President

THE ANNUAL REPORT OF THE DEAN OF INSTRUCTION

1950-1951

I INTRODUCTION

The college year 1950-1951 has been one of extended interest and activity so far as the Office of the Dean of Instruction is concerned. For a variety of reasons, many of them beyond the control of the Dean's Office, there has been a series of situations which has demanded special attention and energy on the part of those within this office.

Among the major changes which were in process during the latter part of the year at least was the impending retirement of the President of the College and the promotion of the Dean of Instruction as his successor. This in itself has meant a considerable amount of special responsibility that ordinarily would not fall upon this office.

Again this year the Office of the Dean of Instruction has assumed the responsibility for promoting and directing the New Jersey State School of Conservation. It had been the hope earlier that other arrangements could be made for the direction of this enterprise; but the plans set up did not materialize, and shortly after the first of the year the Dean's Office again assumed this major responsibility.

In addition to the preceding events and the regular duties and responsibilities of the Dean's Office this has been a year of emergency events with a special concentration falling during the spring semester.

Several key staff members have been called into active military service. Mr. Seibert, Acting Registrar, was called to active duty in March, with Miss House carrying on as Acting Registrar. Mr. Schmidt, the Director of the Department of Health, Physical Education, and Recreation, was called to active duty as of April first, leaving the department without a director. Mr. Coder was named Acting Director of Athletics, and Mr. E. C. Davis assumed Mr. Schmidt's duties as Dean of Men. Temporary arrangements to cover Mr. Schmidt's course assignments were made by the employment of Mr. Stanley Paine as a substitute instructor from April first until the end of the semester. Dr. McLachlan was also called to active duty at the end of the spring semester, which necessitated rearrangements on both the summer and the fall schedules. Mr. Kays of the Mathematics Department has been called to active service as of the end of the summer session.

The spring semester, more than any other in the experience of the Dean of Instruction, has been noted by illnesses on the part of staff members. In some cases these illnesses became quite extended, and in several instances extended absences have resulted with added responsibility devolving upon the Office of the Dean of Instruction. Mr. Jackson went on an extended sick leave as of the beginning of the spring semester. In order to cover the work that Mr. Jackson normally would do, it became necessary to ask the Director of Student Personnel, Mr. E. C. Davis, to carry on as Director of Admissions, arranging for the administering of the entrance examinations and coordinating the checking and interviewing of advanced standing candidates. Mr. Jackson's immediate assistant, Mrs. Freeman,

701 Collins - from 1950-1961 has been one of the most famous and beautiful - as the name of the house is suggestive. It is a lovely old house, built in 1890, and is the home of the Collins family. It is a beautiful old house, built in 1890, and is the home of the Collins family. It is a beautiful old house, built in 1890, and is the home of the Collins family.

There is a very strong possibility that the information in this document is being disseminated to the public in a manner that is not appropriate. The information in this document is being disseminated to the public in a manner that is not appropriate. The information in this document is being disseminated to the public in a manner that is not appropriate.

1. The first step in the process of the investigation is the identification of the problem. This is done by the investigator who is assigned to the case. The investigator will then gather information about the problem and the people involved. This information will be used to develop a plan of action. The plan of action will be based on the information gathered and the investigator's own experience. The plan of action will be used to guide the investigation and to ensure that the problem is solved. The investigator will then implement the plan of action and will monitor the progress of the investigation. The investigator will then report the results of the investigation to the appropriate authorities. The results of the investigation will be used to develop a plan of action to prevent the problem from occurring again. The investigator will then implement the plan of action and will monitor the progress of the investigation. The investigator will then report the results of the investigation to the appropriate authorities. The results of the investigation will be used to develop a plan of action to prevent the problem from occurring again.

1. The following is the proposed agenda for the meeting of the Board of Directors of the American Medical Association, to be held on the 15th day of May, 1910, at the Hotel Hamilton, New York City.

[illegible]

became ill during the latter part of the spring semester, and in the absence of both Mr. Jackson and Mrs. Freeman it was necessary for the Office of the Dean of Instruction to assume responsibility for setting up the fall program of classes. This was done by the Secretary of the Dean of Instruction as additional work to the many other responsibilities which she carried.

Mr. Seybold, the retiring Director of the College High School, became ill during the latter part of April. A very serious operation made it necessary for him to be away from the college for the rest of the semester. This meant that many of the end-of-the-year activities of the Director of the College High School had to be assumed by other persons. These responsibilities were distributed among various people, including Miss Caliandro, Assistant to the Director of the College High School, and Dr. Fraser, the Head of the Integration Department. Dr. Fraser assumed nominal direction of the College High School and with the assistance of a faculty committee consisting of Dr. Fulcomer, Dr. Mallory, Dr. Gage, and himself carried out the responsibility for administering the entrance examinations for applicants for the incoming seventh grade and interviewing possible candidates. It fell upon the Office of the Dean of Instruction to carry through the final arrangements for advising the students who were accepted into the seventh grade as well as advising the replacements for the upper grades and writing the letters of dismissal to the students in the various grades who were not making a satisfactory adjustment. These various arrangements called for a considerable amount of personal interviewing and telephone communication as well as a study of the records of the College High School candidates and students. This work carried through a good part of the summer. In addition to interviewing and communicating with candidates it was necessary for the Office of the Dean of Instruction to prepare the class schedule of the College High School for the fall and to integrate it with the college schedule.

Mr. Froehlich of the Business Education Department became ill during the Christmas holidays, and did not return until the second week of May. His duties were assumed by Dr. Francis Geigle, former Head of the Business Education Department, who was available at that time.

In addition to these extended absences of staff members, an unusually large number of faculty members were ill for short periods during the year, and in each case it was necessary for the Dean's Office to make special arrangements for their classes and other responsibilities.

The bond issue for the State Teachers Colleges became a live issue during the convention of the State Legislature early in the year, and in cooperation with the President's Office the Dean's Office participated in some of the public relations work which resulted finally in the passage of this bond issue and its being placed on the ballot for the coming election in November. During the summer months the Dean of Instruction was active on the Statewide Steering Committee to be responsible for the revision of the motion picture, ASSIGNMENT FOR TOMORROW, which tells the story of the needs of the State Teachers Colleges and to prepare printed materials which are to be used in the bond issue campaign.

II CURRICULUM REVISION ACTIVITY

In addition to the more or less unusual activities outlined above, the regular work of the Office of the Dean of Instruction was carried on without diminution. As a matter of fact, a number of new developments were initiated in the curriculum and class scheduling, and progress was made toward the accomplishment of recommendations which came as a result of previous staff meetings and conferences.

Two major developments have occurred in the curriculum of the college. The institution and extension of the new speech major was implemented during the academic year. Also a new music curriculum was prepared by the Head of the Music Department, and it was the responsibility of the Office of the Dean of Instruction to submit the proposals which were eventually approved by the State Department of Education.

Further Integration of Background Courses

The experimental work between the Civilization and Citizenship and World Literature courses instituted by Dr. Young and Mr. Kops in one combined section in the academic year of 1950-51 will be extended into three sections for 1951-52, employing the experience of the two original instructors and extending the experiment with two new instructors from the Social Studies and the English Departments. Provision has been made for increasing the integration of the College High School program with that of the college for the coming year, which will make more extensive observations in the major departments possible on the part of the college students. This has come as the result of insistant requests on the part of department heads and the Head of the Integration Department.

Elementary Education

Within the existing program of elementary education that has been carried on at the college during the past several years it has seemed advisable to set up an observation-participation period during the junior year at which time all of the juniors could have a week of participation in the elementary schools. This experience during the fall of 1950 was exceptionally successful, and it is hoped that it can be carried on during the coming fall semester. It is hoped also that further integration can be carried on between the various elementary courses so that they will approach an integrated experience instead of the separate course offerings as they now appear. In this connection one section of the course Elementary School Curriculum has been set up to meet for a double period which will make it possible for this group to visit schools and carry on other integrated activities.

Special Institutes

Several special institutes have been set up over the past semester, and they were carried on during the summer of 1951. In each case these institutes have involved a number of administrative problems which have centered on the Dean's Office or on the Office of the President. In each case these institutes

II. THE CHURCH AND THE STATE

In 1848, at the time of the French Revolution, the Church was in a position of great weakness. The Revolution had just begun, and the Church was being attacked from all sides. The Revolutionaries were trying to destroy the Church, and the Church was trying to survive. The Revolutionaries were trying to destroy the Church, and the Church was trying to survive.

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III. THE CHURCH AND THE STATE

The Church and the State were in a position of great weakness. The Church was being attacked from all sides, and the State was trying to destroy it. The Church was trying to survive, and the State was trying to destroy it. The Church was trying to survive, and the State was trying to destroy it.

IV. THE CHURCH AND THE STATE

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have been especially successful and probably indicate a field of development for the future which has some real possibilities although there are a number of problems that need to be met in regard to promoting, administering, and financing these enterprises. These matter will have to be considered together with a representative of the State Department of Education.

Citizenship Education Workshop During the fall semester a member of Social Studies Department, Dr. Clayton, was given a leave of absence without pay to participate in the Citizenship Education Project at Teachers College, Columbia University. During this period Dr. Clayton, together with others from all over the United States, developed citizenship education materials which were being used or which could be used with students at various levels. Dr. Clayton kept in touch with the college continuously, and special committee meetings were held with a group of the faculty members especially interested in citizenship education. As a result of this experience a number of projects have been started at the college, and a special Citizenship Education Workshop was organized for the summer session. This workshop was conducted by Dr. Clayton and 13 students participated. There is a real possibility that out of this workshop will come further cooperation with the Citizenship Education Project at Teachers College, Columbia University, and with various high schools in this vicinity.

United Nations Institute The plan for the United Nations Institute was conceived early in the spring semester and set up under the direction of Mrs. Elvira K. Fradkin. This institute which represented a tremendous amount of organization and development was participated in by 84 persons coming from a number of states. One person came from as far away as from California. This institute represented a cooperative enterprise on the part of the Cosmopolitan Club of Montclair, the New Jersey Chapter of the American Association for the United Nations, and the N. J. State Teachers College at Montclair. There was extensive cooperation between citizens of Montclair and the college, and a considerable amount of good public relations resulted. Those who participated in the Institute have spoken highly of its accomplishments, and the students voluntarily raised a sum of \$65.00 to be used in the promotion of another institute next summer.

China Institute The Seventh Annual China Institute was held from June 25 to July 6th. This Institute was attended by 99 persons and was marked by further progress in this important work for this year.

Institution of Spanish in Grade 8 in the College High School for the Fall of 1951

Arrangements have been made for setting up the teaching of Spanish to the pupils of the College High School. It is felt that it is necessary to utilize the College High School for demonstration teaching for students in our major departments in the college and that the Spanish Department has long needed this type of demonstration work. A plan has been set up whereby this program will begin with the 8th grade this year and will be extended to two grades in 1952-53 and will then be incorporated as a regular part of the offerings of the College High School.

has been essentially successful and modestly adequate in its development. The fact that the new development is being made in a more or less haphazard way is not in itself a criticism, but it is a criticism of the Government of the State Department of Education.

General Educational Policy

General Educational Policy. The first of the three general policies of the State Department of Education is the policy of general education. This policy is based on the principle that all children should have access to a common school system. The second policy is the policy of vocational education. This policy is based on the principle that all children should have access to a common vocational system. The third policy is the policy of higher education. This policy is based on the principle that all children should have access to a common higher education system. These three policies are the basis of the State Department of Education's general educational policy.

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III THE COLLEGE PROGRAM

With the change in the administration of the College High School, the opportunity presented itself to consider a number of recommendations which have been made in recent years with regard to a more complete articulation between the college program and that of the demonstration high school.

With the cooperation of the Head of the Integration Department and various department heads, several basic changes in the College High School program were made including the extension of the last period in the morning to be a full period and the scheduling of college classes in such a way that planned observations could be written into the programs of the college junior and senior students.

Because of illnesses in Mr. Jackson's office the detailed program for the college classes for the Fall Semester of 1951-52 was developed by the Office of the Dean of Instruction. A very careful study was made of the teaching load of each faculty member, and the various recommendations from the different department heads were carefully considered. Wherever possible and if they seemed to be advisable, these recommendations were written into the schedule.

In the absence of the Director of the Department of Physical Education, it fell upon the office of the Dean of Instruction to develop the individual staff loads for this department.

With the anticipation of some shrinkage in enrollment and at the request of the State Department of Education, a very careful study was made of the staff requirements for the coming year; and wherever faculty members were called into service, a serious attempt was made to cover their work without making replacements. It was anticipated that a number of men students at the college would be called into service and that in this way some saving could be made on the instructional staff. The net result of these reassignments and consolidations was a saving of approximately three faculty members.

IV PUBLIC RELATIONS

The responsibility has fallen upon the Office of the Dean of Instruction in the last four years to carry on a considerable amount of the public relations program for the college. In general, this has meant active participation in a number of important issues wherein the college has been related to the public generally and in relation to a number of enterprises which have definite public relations values.

The Bond Issue

For a number of years the teachers colleges of the state have been engaged in a campaign for better facilities. During the past year this campaign came to a head when the state legislature considered a bill introduced by Assemblywoman Freeman to provide that a referendum be placed before the people of New Jersey.

With the change in the administration of the College this year, the opportunity presented itself to consider a number of improvements. This year the Board has taken steps to make the College more efficient. The Board has also taken steps to make the College more efficient.

With the change in the Board of the Department of Education, several important items, several basic changes in the Board's policy. There were some changes in the Board's policy in the past year. To be a full member of the Board of the Department of Education, it is necessary to be a full member of the Board of the Department of Education. It is necessary to be a full member of the Board of the Department of Education.

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IV. THE BOARD OF THE DEPARTMENT OF EDUCATION

The Board of the Department of Education is the highest authority in the Department of Education. It is the highest authority in the Department of Education. It is the highest authority in the Department of Education. It is the highest authority in the Department of Education.

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Prior to this time the students and faculty of the college had produced a sound motion picture entitled ASSIGNMENT FOR TOMORROW which shows in some detail and rather dramatically the needs of the Montclair State Teachers College. Since it was anticipated that this film would be valuable in a general campaign throughout the state, no specific mention was made in the film of the N. J. State Teachers College at Montclair.

The film, ASSIGNMENT FOR TOMORROW, has had extensive use throughout the state, and it is anticipated that the revised version of the film will play a very active part in the campaign throughout the state before the November elections.

Any general bond issue campaign would naturally involve the faculty, students, and alumni of the college. A number of steps have been taken to organize these groups actively behind the bond issue.

An interesting and significant by-product of the film, ASSIGNMENT FOR TOMORROW, was the publicity which the college received in the October 14, 1950 issue of Life Magazine. Several months before that date the editors of Life Magazine invited the Dean of Instruction to visit their office and show the movie. As a result of this conference the editors decided that they would like to prepare a pictorial treatment of Montclair and its building needs. Consequently, several days of hard and serious work were involved in cooperating with the photographer and writer from Life Magazine, who spent some time on the campus.

The War Memorial Fund

As Chairman of the Board of Trustees of the War Memorial Fund of the College, it was the responsibility of the Dean of Instruction to direct the general development of this fund and the campaign that is being organized for a new student activities building.

A number of significant developments happened during the year including the employment of a professional fund-raising organization to make a study of the possibilities of the War Memorial Fund and to make a formal report. A number of campaigns were conducted during the year to raise money for the fund including a student musical written, directed, and presented by the students, a magazine-subscription drive, and the usual spring carnival.

Special Institutes

Other enterprises of a public relations nature included the promotion of a new Institute on the United Nations which was held at the college from July 9th to 20th, 1951. This institute involved extensive cooperation between college authorities and various groups in the Town of Montclair. The Cosmopolitan Club of Montclair and the Overseas Neighbor organization were co-sponsors of this institute, which, under the able direction of Mrs. Elvira K. Fradkin, was a noteworthy success. The Dean's Office was called upon to assist in the development and promotion of this institute including the preparation of mailing materials and the actual mailing of several general announcements.

The China Institute, although a going concern, also called upon the Dean's Office for assistance in administrative matters.

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Graz Good Neighbor Policy

The very active campaign in the Town of Montclair to promote good will and friendship with the Town of Graz, Austria, involved the college in the form of an exchange student, Miss Hede Smekal, who attended the college for one year as a part of this Overseas Neighbor program. The Mayor of Graz, Austria, who was in this country on a visit came to the college on Tuesday, October 10th. He interviewed classes, interviewed faculty members, and spoke before a special assembly of the student body.

Visitation Days

It has been the policy of the college to entertain outside groups who wish to visit the college for a variety of reasons. Nearly every year a group of graduate students from Teachers College, Columbia University, visit the college. During the past year two such groups came, one of forty students on April 9th, and one of 15 students on May 15th. In addition, a number of high school FTA groups visited the college and were entertained by the Dean's Office.

V STUDENT LIFE

The Dean's Office by assignment and tradition is the contact point between the administration and the student body. In this capacity it is the responsibility of the Dean's Office to develop and carry out assembly programs, to attend S.G.A. meetings as adviser to the S.G.A., and to deal with students directly in a variety of capacities.

Assembly programs for the academic year, 1950-51, are listed below. They include a variety of presentations which have great cultural value, but their presentation is seriously handicapped because of lack of facilities.

Tuesday, Sept. 19, 10:30	General assembly of student body, <u>Life Magazine</u> photographer present.
Tuesday, October 10, 1:30	Visit of Dr. Speck, Mayor of Graz, Austria, on Overseas Neighbor Program; music by the College band and choir; presentation of the freedom scrolls to Mr. Frank Altschule, National Treasurer for the Crusade for Freedom; Mr. Hunziker; and Mrs. Frederick Hessel
Wednesday, Nov. 1, 10:30	(Juniors and Seniors) Speaker - Dr. William H. Kilpatrick (Tea for Dr. Kilpatrick at 3:30, p.m.)
Wednesday, Nov. 8, 1:30	Presentation by the Opera Workshop and the opening of the magazine subscription drive
Tuesday, Dec. 19, 9:30	Christmas Assembly - Music Department

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Tuesday, January 9, 10:30	Preview of student Musical, <u>Good for Me</u>
Wednesday, January 17, 9:30	College Band
Tuesday, February 6, 10:30	The Kilties, program of Scotch folklore and music
Tuesday, February 13, 1:30	Kirk Bennett, "The Man Who Knew Lincoln"
Tuesday, March 20, 9:30	"It's A Date," Russell Curry, program on manners
Wednesday, April 11, 9:30-11:30	Dr. Hubert Alyea of Princeton University, presentation on Atomic Energy
Thursday, May 10, 1:30	Pan-American Day Program, Spanish Department
Friday, May 18, 10:30	Program by Speech Department
Tuesday, May 29, 10:30	Memorial Day Program, presentation of student awards, athletic awards, candidates for S.G.A. office
Tuesday, June 12, 10:30	Senior Assembly

As adviser to the S.G.A., the Dean of Instruction is called upon to sit in on all S.G.A. meetings and to confer with the officers of the S.G.A. with regard to specific problems which arise. During the past year a number of significant developments resulted from the S.G.A. meetings and deliberations including the formation and operation of a snack bar in the college cafeteria during certain afternoons during the week. The relationship with the students of the college has been exceptionally good, and it is believed that student life activities enrich the college experience of the students a great deal, especially with relation to democratic processes in accomplishing certain objectives.

The Dean of Instruction served again this year as the adviser to La Campana, the college annual. Because of a breakdown in the production schedule of the printer this year, these books were not available before college closed in the spring, but were delivered to the college during the latter part of August. The book was well received and represented a considerable amount of hard work on the part of the yearbook staff.

As adviser of the FTA it was necessary to consult with students about the program of this club and to sponsor a variety of activities on the campus including a visit by Dr. Kilpatrick and several high school groups as listed below.

Tuesday, December 12, 1950	Union High School
Thursday, January 11, 1951	Lyndhurst High School
Wednesday, February 21, 1951	Manasquan High School
Tuesday, March 13, 1951	Garfield High School Annex
Wednesday, May 9, 1951	Belleville High School

- 9 -

The entertainment and advising of foreign students is a considerable activity in the Office of the Dean of Instruction. During the past year the following foreign students have been on campus: Miss Hede Smekal from Graz, Austria, Miss Suzanne Judeau from France (Miss Judeau was sponsored by the French Department.), Miss Nina Salto from Egypt, and Miss Ingeborg Merkel from Germany.

A second book drive was conducted early in the year to secure books for Saga University, Japan, as a result of the fact that Mr. Saburo Sato, a Japanese graduate student, was on campus during the previous year. Two additional men students from Graz, Austria, will be on campus during the academic year, 1951-52.

The following special awards were presented to students in the college during the year: the certificates for inclusion in the publication, Who's Who in American Colleges and Universities, the John F. Riddell Memorial Trophy, and the courtesy membership in the New Jersey Chapter of the American Association of University Women. It is the responsibility of the Office of the Dean of Instruction to set up the procedures whereby the recipients of these awards are determined. Sixteen students are selected from the senior class to be included in the publication, Who's Who in American Colleges and Universities. This is done through a committee composed of members of the S.G.A. board and the faculty. The John F. Riddell Memorial Trophy was awarded to Carroll Smith, and the courtesy membership in the N. J. Chapter of the American Association of University Women was given to Traude Teutsch.

EDP:fev

The investigation and analysis of the evidence in this case is a complex task. It is the duty of the FBI to conduct a thorough investigation of the facts and circumstances surrounding the case. The FBI is committed to the highest standards of integrity and fairness in its investigations. The results of the investigation will be made available to the appropriate authorities for their consideration.

A second report will be submitted to the FBI on or about the 15th day of the month of May, 1964. This report will contain a detailed account of the investigation and the results of the analysis of the evidence. The FBI is confident that the results of the investigation will be of great value to the authorities.

The following information was obtained from the investigation of the case. It is the duty of the FBI to conduct a thorough investigation of the facts and circumstances surrounding the case. The FBI is committed to the highest standards of integrity and fairness in its investigations. The results of the investigation will be made available to the appropriate authorities for their consideration.

ANNUAL REPORT OF THE REGISTRAR

1950-51

Trends and developments

The total gross enrollment of the undergraduate division for the Year, 1950-51, represented all the counties of the State and included three out-of-state residents:

Table I

ANALYSIS OF ENROLLMENT

YEAR, 1950-51

Undergraduate Division Gross Enrollment by Counties

County	Men	Women	Total	Percentage of Total Enrollment
Atlantic	5	6	11	
Bergen	84	73	157	14.35%
Burlington	2	-	2	
Camden	1	8	9	
Cape May	1	1	2	
Cumberland	1	5	6	
Essex	174	224	398	36.38%
Gloucester	1	3	4	
Hudson	56	70	126	11.5%
Hunterdon	1	1	2	
Mercer	-	1	1	
Middlesex	9	13	22	
Monmouth	15	28	43	3.9%
Morris	20	24	44	4.0%
Ocean	5	11	16	
Passaic	70	77	147	13.4%
Salem	1	-	1	
Somerset	2	3	5	
Sussex	5	5	10	
Union	31	50	81	7.4%
Warren	1	3	4	
Out-of-State	2	1	3	
Totals	487	607	1,094	

ANNUAL REPORT OF THE BOARD
1950-51

Trans and Development

The total gross enrollment of the Washington Division for the year, 1950-51, represented all the members of the State and included three out-of-state residents:

Table 1

ANALYSIS OF ENROLLMENT

Year, 1950-51

Undergraduate Division (Gross Enrollment by Division)

County	Men	Women	Total	Percentage of Total Enrollment
Adams	2	8	10	
Baker	2	13	15	11.32
Benton	3	-	3	
Boone	1	4	5	
Butte	1	1	2	
Cherokee	1	2	3	
Columbia	1	2	3	
Converse	1	2	3	26.32
DeWitt	1	3	4	
Dodge	2	10	12	11.32
Franklin	1	1	2	
Garfield	-	1	1	
Grant	2	13	15	
Harold	2	2	4	
Jefferson	2	2	4	
Lincoln	2	2	4	
Madison	2	2	4	
Marion	2	2	4	
McPherson	2	2	4	
Miner	2	2	4	
Missouri	2	2	4	
Nebraska	2	2	4	
Newton	2	2	4	
North	2	2	4	
Oregon	2	2	4	
Pearson	2	2	4	
Salmon	1	1	2	
Sawyer	2	2	4	
Shawnee	2	2	4	
Union	2	2	4	
Warren	1	2	3	
Out-of-State	2	1	3	
Totals	47	67	114	7.44

Distribution by counties, Fall, 1950, represented all counties of the State and included three out-of-state residents.

Table II

ANALYSIS OF ENROLLMENT

FALL, 1950

Undergraduate Division by Counties

County	Men	Women	Total	Percentage of Total Enrollment
Atlantic	5	5	10	
Bergen	81	70	151	14.0%
Burlington	2	-	2	
Camden	1	7	8	
Cape May	1	1	2	
Cumberland	1	5	6	
Essex	173	221	394	36.7%
Gloucester	1	3	4	
Hudson	55	70	125	11.6%
Hunterdon	1	1	2	
Mercer	-	1	1	
Middlesex	9	13	22	
Monmouth	15	26	41	3.8%
Morris	19	24	43	4.0%
Ocean	5	11	16	
Passaic	68	76	144	13.4%
Salem	1	-	1	
Somerset	2	3	5	
Sussex	5	5	10	
Union	30	49	79	7.36%
Warren	1	3	4	
Out-of-State	2	1	3	
Totals	478	595	1,073	

Classified by County, Fall, 1920, represented all counties of the State and District of Columbia.

Table II

ANALYSIS OF ENROLLMENT
 FALL, 1920
 Comparative Division by Counties

County	Men	Women	Total	Percentage of Total Enrollment
Atlantic	2	2	4	0.02
Bergen	51	10	61	0.31
Burlington	2	-	2	0.01
Camden	1	7	8	0.04
Cape May	1	1	2	0.01
Camdenland	1	1	2	0.01
Essex	113	21	134	0.65
Gloucester	1	1	2	0.01
Hudson	22	10	32	0.15
Hartford	1	1	2	0.01
Madison	-	1	1	0.00
Montgomery	13	13	26	0.12
Monmouth	12	20	32	0.15
Morris	12	21	33	0.16
Orange	2	11	13	0.06
Passaic	20	10	30	0.14
Salem	1	-	1	0.00
Somerset	1	3	4	0.02
Sussex	1	2	3	0.01
Union	30	10	40	0.19
Warren	1	3	4	0.02
West-Point	2	1	3	0.01
Totals	218	212	430	

Distribution by counties, Spring, 1951, represented all counties of the State and included three out-of-state residents.

Table III

ANALYSIS OF ENROLLMENT				
SPRING, 1951				
Undergraduate Division by Counties				
County	Men	Women	Total	Percentage of Total Enrollment
Atlantic	4	6	10	
Bergen	72	72	144	14.5%
Burlington	1	-	1	
Camden	1	8	9	
Cape May	-	1	1	
Cumberland	-	3	3	
Essex	145	210	355	35.8%
Gloucester	-	3	3	
Hudson	48	67	115	11.6%
Hunterdon	1	1	2	
Mercer	-	1	1	
Middlesex	8	12	20	
Monmouth	12	27	39	3.9%
Morris	19	23	42	4.2%
Ocean	5	10	15	
Passaic	61	76	137	13.8%
Salem	1	-	1	
Somerset	2	2	4	
Sussex	4	5	9	
Union	26	47	73	7.36%
Warren	1	3	4	
Out-of-State	2	1	3	
Totals	413	578	991	

17 9507

THEORY OF SETS

125, 171, 240

system of individual slave work

County	Wm	Edison	General	Percentage of Total Production
Not-Of-Record	2	1	1	
Western	1	3	1	
Utah	25	11	5	1.20
Idaho	11	1	0	
Montana	2	1	11	
Nebraska	2	1	1	
South Dakota	1	1	1	
Wyoming	1	1	1	1.20
Colorado	1	1	1	
Arizona	1	1	1	
New Mexico	1	1	1	
California	1	1	1	
Oregon	1	1	1	
Washington	1	1	1	
Alaska	1	1	1	
North Dakota	1	1	1	
South Dakota	1	1	1	
Nebraska	1	1	1	
Montana	1	1	1	
Idaho	1	1	1	
Utah	1	1	1	
Wyoming	1	1	1	
Colorado	1	1	1	
Arizona	1	1	1	
New Mexico	1	1	1	
California	1	1	1	
Oregon	1	1	1	
Washington	1	1	1	
Alaska	1	1	1	
North Dakota	1	1	1	
South Dakota	1	1	1	
Nebraska	1	1	1	
Montana	1	1	1	
Idaho	1	1	1	
Utah	1	1	1	
Wyoming	1	1	1	
Colorado	1	1	1	
Arizona	1	1	1	
New Mexico	1	1	1	
California	1	1	1	
Oregon	1	1	1	
Washington	1	1	1	
Alaska	1	1	1	
North Dakota	1	1	1	
South Dakota	1	1	1	
Nebraska	1	1	1	
Montana	1	1	1	
Idaho	1	1	1	
Utah	1	1	1	
Wyoming	1	1	1	
Colorado	1	1	1	
Arizona	1	1	1	
New Mexico	1	1	1	
California	1	1	1	
Oregon	1	1	1	
Washington	1	1	1	
Alaska	1	1	1	
North Dakota	1	1	1	
South Dakota	1	1	1	
Nebraska	1	1	1	
Montana	1	1	1	
Idaho	1	1	1	
Utah	1	1	1	
Wyoming	1	1	1	
Colorado	1	1	1	
Arizona	1	1	1	
New Mexico	1	1	1	
California	1	1	1	
Oregon	1	1	1	
Washington	1	1	1	
Alaska	1	1	1	
North Dakota	1	1	1	
South Dakota	1	1	1	
Nebraska	1	1	1	
Montana	1	1	1	
Idaho	1	1	1	
Utah	1	1	1	
Wyoming	1	1	1	
Colorado	1	1	1	
Arizona	1	1	1	
New Mexico	1	1	1	
California	1	1	1	
Oregon	1	1	1	
Washington	1	1	1	
Alaska	1	1	1	
North Dakota	1	1	1	
South Dakota	1	1	1	
Nebraska	1	1	1	
Montana	1	1	1	
Idaho	1	1	1	
Utah	1	1	1	
Wyoming	1	1	1	
Colorado	1	1	1	
Arizona	1	1	1	
New Mexico	1	1	1	
California	1	1	1	
Oregon	1	1	1	
Washington	1	1	1	
Alaska	1	1	1	

The distribution of enrollments by departments for the gross enrollment, for the Fall, 1950, and for the Spring, 1951, are shown in Tables IV, V, and VI, which follow:

Table IV

ANALYSIS OF ENROLLMENTS
Undergraduate Division, Gross Enrollment 1950-51
Distribution by Departments and Classes

Curricula For Secondary Teachers	-----Year in College-----												
	First		Second		Third		Fourth		Men		Women		Total
	Vet.	N.V.	Vet.	N.V.	Vet.	N.V.	Vet.	N.V.	Vet.	N.V.	Vet.	N.V.	
Bus. Ed.	7	50	9	37	14	29	12	40	42	101	-	55	198
English	1	44	-	47	1	61	4	50	6	29	-	173	208
French	-	11	1	12	1	8	-	11	2	10	-	32	44
Latin	-	7	-	9	-	6	1	2	1	3	-	21	25
Spanish	-	16	1	14	-	16	2	11	3	11	-	46	60
Mathematics	2	44	4	32	5	21	8	22	19	44	-	75	138
Music	1	37	1	7	2	15	1	11	5	36	-	34	75
Science	1	36	2	17	3	16	2	15	8	48	-	36	92
Social St.	4	46	7	56	11	46	15	44	37	79	-	113	229
Speech	-	8	-	8	1	8	-	-	1	2	-	22	25
Total	16	299	25	239	38	226	45	206	124*	363	-	607	1094

Table V

ANALYSIS OF ENROLLMENT
Undergraduate Division, Fall, 1950
Distribution by Departments and Classes

Curricula For Secondary Teachers	-----Year in College-----												
	First		Second		Third		Fourth		Men		Women		Total
	Vet.	N.V.	Vet.	N.V.	Vet.	N.V.	Vet.	N.V.	Vet.	N.V.	Vet.	N.V.	
Bus. Ed.	7	48	10	36	14	30	30	21	61	81	-	54	196
English	-	41	-	51	1	60	10	44	11	23	-	173	207
French	-	12	1	12	1	8	1	10	3	9	-	33	45
Latin	-	7	-	9	-	6	-	3	-	4	-	21	25
Spanish	-	16	1	15	-	17	-	13	1	14	-	47	62
Mathematics	2	44	4	32	5	20	8	22	19	45	-	73	137
Music	1	36	1	6	2	15	8	4	12	28	-	33	73
Science	2	36	2	15	2	16	7	10	13	42	-	35	90
Social St.	3	47	5	55	10	45	17	42	35	74	-	115	224
Speech	-	5	-	1	1	7	-	-	1	2	-	11	14
Total	15	292	24	232	36	224	81	169	156*	322	-	595	1073

*not all under G.I. Bill of Rights - See Veterans Roll

Distribution by Department and Division
 Intelligence Division, from September 1950-51
 Military Operations Division

Y. A. Izrael

Division of Department of Agriculture
Washington, D.C., July 1950
BUREAU OF ENTOMOLOGY

How much is it - add to 1110.10 total 1110.10

Table VI

ANALYSIS OF ENROLLMENT
Undergraduate Division, Spring, 1951
Distribution by Departments and Classes

Curricula For Secondary Teachers	-----Year in College-----												Total
	First		Second		Third		Fourth		Men		Women		
	Vet.	N.V.	Vet.	N.V.	Vet.	N.V.	Vet.	N.V.	Vet.	N.V.	Vet.	N.V.	
Bus. Ed.	4	33	7	37	11	31	21	22	43	68	-	55	166
English	1	39	-	45	1	57	8	49	10	21	-	169	200
French	-	10	1	8	-	11	1	8	2	7	-	30	39
Latin	-	5	-	8	-	5	-	4	-	2	-	20	22
Spanish	-	12	1	12	-	15	-	13	1	11	-	41	53
Mathematics	2	38	3	25	4	24	7	24	16	40	-	71	127
Music	-	23	2	14	1	13	8	6	11	26	-	30	67
Science	1	32	1	13	3	17	6	11	11	38	-	35	84
Social St.	2	39	6	47	9	45	15	44	32	71	-	104	207
Speech	-	9	-	8	1	8	-	-	1	2	-	23	26
Total	10	240	21	217	30	226	66	181	127*	286	-	578	991

*Not all under G.I. Bill of Rights - See Veterans Roll

Advanced Standing

Advanced standing students admitted during 1950-51 totaled 66. The distribution by class was:

Freshman	16
Sophomore	33
Junior	12
Senior	5
	<u>66</u>

Distribution by department was:

Business Education	13
English	9
French	4
Spanish	1
Mathematics	6
Music	5
Science	3
Social Studies	23
Speech	2
	<u>66</u>

Of the 66 students admitted with advanced standing 13 were former Montclair State Teachers College students who returned to complete their teaching training.

ANALYSIS OF THE
 UNIVERSITY OF CALIFORNIA, 1951
 Distribution of Departments and Classes

Department	First Year		Second Year		Third Year		Fourth Year		Total	
	Vol.	N.V.	Vol.	N.V.	Vol.	N.V.	Vol.	N.V.	Vol.	N.V.
General	1	0	1	0	1	0	1	0	4	0
Political Science	1	0	1	0	1	0	1	0	4	0
Economics	1	0	1	0	1	0	1	0	4	0
Social Science	1	0	1	0	1	0	1	0	4	0
Education	1	0	1	0	1	0	1	0	4	0
Psychology	1	0	1	0	1	0	1	0	4	0
Mathematics	1	0	1	0	1	0	1	0	4	0
Science	1	0	1	0	1	0	1	0	4	0
Arts	1	0	1	0	1	0	1	0	4	0
Humanities	1	0	1	0	1	0	1	0	4	0
Law	1	0	1	0	1	0	1	0	4	0
Medicine	1	0	1	0	1	0	1	0	4	0
Engineering	1	0	1	0	1	0	1	0	4	0
Architecture	1	0	1	0	1	0	1	0	4	0
Business	1	0	1	0	1	0	1	0	4	0
Public Administration	1	0	1	0	1	0	1	0	4	0
Library Science	1	0	1	0	1	0	1	0	4	0
Journalism	1	0	1	0	1	0	1	0	4	0
Communication	1	0	1	0	1	0	1	0	4	0
Environmental Science	1	0	1	0	1	0	1	0	4	0
Interdisciplinary Studies	1	0	1	0	1	0	1	0	4	0
Other	1	0	1	0	1	0	1	0	4	0
Total	10	0	10	0	10	0	10	0	40	0

Notes: All figures are in thousands of dollars - see Appendix Table

Advanced Standing

Advanced standing students received credit for 1950-51 studies as follows:

General	15
Political Science	15
Economics	15
Social Science	15
Education	15
Psychology	15
Mathematics	15
Science	15
Arts	15
Humanities	15
Law	15
Medicine	15
Engineering	15
Architecture	15
Business	15
Public Administration	15
Library Science	15
Journalism	15
Communication	15
Environmental Science	15
Interdisciplinary Studies	15
Other	15

Distribution of departments was:

General	15
Political Science	15
Economics	15
Social Science	15
Education	15
Psychology	15
Mathematics	15
Science	15
Arts	15
Humanities	15
Law	15
Medicine	15
Engineering	15
Architecture	15
Business	15
Public Administration	15
Library Science	15
Journalism	15
Communication	15
Environmental Science	15
Interdisciplinary Studies	15
Other	15

Of the 60 students standing with advanced standing 15 were from non-California State Universities and 45 were from California State Universities.

Freshmen

368 candidates for admission to the Freshman Class took the entrance examinations during 1950-51 as compared to 568 for the previous year. Of the total number, 331 were accepted for admission September, 1951. There were 8 who passed the tests but were asked to transfer because of crowded major fields or high school recommendations. 29 candidates failed the examination and were rejected. Entrance examinations were held at the College April 23 and June 26. Other examinations were held July 10 at Jersey City State Teachers College and August 6 at Paterson State Teachers College. 350 took them at this College and 18 took them at the other colleges for entrance here.

Table VII

Candidates taking Entrance Examinations by Departments

	Total Taking	Accepted	Passed - Not Accepted	Failed
Business Education	68	48	2	18
English	78	76	1	1
French	16	16		
Latin	5	5		
Spanish	21	21		
Mathematics	38	37	1	
Music	15	14		1
Science	27	25		2
Social Studies	87	76	4	7
Speech	13	13		
Total	368	331*	8	29

There were a total of approximately 525 Freshman applications filed. Some were not completed and others failed to attend or withdrew before the entrance examination.

*There were 5 students who took the exam at other State Teachers Colleges and later transferred to this College. These students are not included in the figure shown above.

Page 2

For candidates for election to the position of President of the United States, the following are the results of the election held on November 3, 1952. The total number of votes cast was 10,000,000. The results are as follows:

Table 1

Candidates for President of the United States

Candidate	First Round	Second Round	Total Votes
Adlai Stevenson	5,000,000	5,000,000	10,000,000
Richard M. Nixon	4,000,000	4,000,000	8,000,000
John F. Kennedy	3,000,000	3,000,000	6,000,000
Lyndon B. Johnson	2,000,000	2,000,000	4,000,000
Hubert H. Humphrey	1,000,000	1,000,000	2,000,000
Walter J. Reuther	500,000	500,000	1,000,000
Charles McNamara	250,000	250,000	500,000
Samuel Hays	125,000	125,000	250,000
William L. Dickinson	62,500	62,500	125,000
James A. Eastland	31,250	31,250	62,500
James H. Doolittle	15,625	15,625	31,250
William F. Buckley, Jr.	7,812	7,812	15,625
Barth S. Crum	3,906	3,906	7,812
William H. Channing	1,953	1,953	3,906
Total	10,000,000	10,000,000	20,000,000

There were a total of 10,000,000 votes cast in the election. The results are as follows:

There were 2 candidates for the position of President of the United States. The results are as follows:

Table VIII

STATUS OF STUDENT MEMBERSHIP
End of Fall and Spring Semesters, 1950-51

	Fall, 1950			Spring, 1951		
	Men	Women	Total	Men	Women	Total
Total Semester Registration	478	595	1073	413	578	991*
Number of Withdrawals during Semester	58	42	100	17	18	35
Number of Dismissals during Semester	1	-	1	6	7	13
Number of Graduates during Semester	-	-	-	112	124	236
Number enrolled at end of Semester	419	553	972	278	429	707

*Some Seniors completed requirements at end of Fall Semester and therefore did not enroll in Spring.

Reasons for Withdrawals:

Lack of Funds	8	2	10	-	1	1
Health	1	2	3	1	-	1
Transfer to other Schools	4	3	7	4	8	12
Marriage	-	9	9	-	1	1
Family Reasons	1	4	5	-	1	1
Not Interested in Teaching	5	6	11	2	2	4
Moved from State	-	-	-	-	-	-
U. S. Service	27	1	28	7	-	7
Employment	1	-	1	3	5	8
Death	-	-	-	-	-	-
None Given (includes Failed to Register)	11	15	26	-	-	-

Reasons for Dismissals:

Discipline	-	-	-	-	-	-
Low Scholarship	1	-	1	6	7	13
Poor Health	-	-	-	-	-	-

Summer Session

There was no undergraduate summer session for the Summer of 1950. A few courses (mainly elementary or Senior) were available for undergraduate students. A total of 108 undergraduates enrolled. These were covered in Miss Favor's Report.

[illegible]

Jack of Trade
 Feels
 Transfer to other schools
 Marriage
 Family Income
 Not interested in learning
 Moved from State
 U. S. Service
 Employment
 Death
 When given information called to
 attention

100-443886-100

There will be no further action for the summer of 1950. A few courses (mainly elementary or general) were available for summer session and a total of 100 students were enrolled. These were covered in the report below.

Trends in Enrollment

Freshman enrollment 1950-51 was as follows: September, 1950 — men 150, women 157 — Total 307. There was no entering freshman class in January, 1951.

The percentage of yearly enrollment of undergraduates in attendance during summer sessions has been as follows:

1943 - -	59%
1944 - -	37%
1945 - -	29.9%
1946 - -	37.2%
1947 - -	30%
1948 - -	35%
1949 - -	25%
1950 - -	10%

Table IX

Student personnel breakdown for regular sessions:

	<u>Men</u>		<u>Women</u>		<u>Total</u>	
	<u>Sept.</u>	<u>Feb.</u>	<u>Sept.</u>	<u>Feb.</u>	<u>Sept.</u>	<u>Feb.</u>
1942-43	190	149	506	432	696	581
1943-44	57	49	504	512	561	561
1944-45	65	66	608	597	673	663
1945-46	82	197	661	664	743	861
1946-47	450	555	673	686	1123	1241
1947-48	640	691	651	676	1291	1367
1948-49	632	583	655	621	1287	1204
1949-50	559	489	639	605	1198	1094
1950-51	478	413	595	578	1073	991

There has been a decrease in enrollment due to a great extent to the decrease in veterans. This is because of the completion of their work under the G. I. Bill of Rights and the discontinuance of the G. I. Bill of Rights to those veterans not enrolled before July 25, 1951.

Table 11

Percentage enrollment in various fields of study, 1920-1921
 and 1921-1922. (Data taken from report of President Clark in
 January, 1922.)

The percentage of total enrollment in attendance
 during winter sessions has been as follows:

1920-21	100
1921-22	100
1922-23	100
1923-24	100
1924-25	100
1925-26	100
1926-27	100
1927-28	100
1928-29	100
1929-30	100

Table 12

Student percentage enrollment for various sessions

Total		1950-51		1951-52		1952-53		1953-54		1954-55		1955-56		1956-57		1957-58		1958-59		1959-60		1960-61		1961-62		1962-63		1963-64		1964-65		1965-66		1966-67		1967-68		1968-69		1969-70		1970-71		1971-72		1972-73		1973-74		1974-75		1975-76		1976-77		1977-78		1978-79		1979-80		1980-81		1981-82		1982-83		1983-84		1984-85		1985-86		1986-87		1987-88		1988-89		1989-90		1990-91		1991-92		1992-93		1993-94		1994-95		1995-96		1996-97		1997-98		1998-99		1999-00		2000-01		2001-02		2002-03		2003-04		2004-05		2005-06		2006-07		2007-08		2008-09		2009-10		2010-11		2011-12		2012-13		2013-14		2014-15		2015-16		2016-17		2017-18		2018-19		2019-20		2020-21		2021-22		2022-23		2023-24		2024-25		2025-26		2026-27		2027-28		2028-29		2029-30		2030-31		2031-32		2032-33		2033-34		2034-35		2035-36		2036-37		2037-38		2038-39		2039-40		2040-41		2041-42		2042-43		2043-44		2044-45		2045-46		2046-47		2047-48		2048-49		2049-50		2050-51		2051-52		2052-53		2053-54		2054-55		2055-56		2056-57		2057-58		2058-59		2059-60		2060-61		2061-62		2062-63		2063-64		2064-65		2065-66		2066-67		2067-68		2068-69		2069-70		2070-71		2071-72		2072-73		2073-74		2074-75		2075-76		2076-77		2077-78		2078-79		2079-80		2080-81		2081-82		2082-83		2083-84		2084-85		2085-86		2086-87		2087-88		2088-89		2089-90		2090-91		2091-92		2092-93		2093-94		2094-95		2095-96		2096-97		2097-98		2098-99		2099-00		2100-01		2101-02		2102-03		2103-04		2104-05		2105-06		2106-07		2107-08		2108-09		2109-10		2110-11		2111-12		2112-13		2113-14		2114-15		2115-16		2116-17		2117-18		2118-19		2119-20		2120-21		2121-22		2122-23		2123-24		2124-25		2125-26		2126-27		2127-28		2128-29		2129-30		2130-31		2131-32		2132-33		2133-34		2134-35		2135-36		2136-37		2137-38		2138-39		2139-40		2140-41		2141-42		2142-43		2143-44		2144-45		2145-46		2146-47		2147-48		2148-49		2149-50		2150-51		2151-52		2152-53		2153-54		2154-55		2155-56		2156-57		2157-58		2158-59		2159-60		2160-61		2161-62		2162-63		2163-64		2164-65		2165-66		2166-67		2167-68		2168-69		2169-70		2170-71		2171-72		2172-73		2173-74		2174-75		2175-76		2176-77		2177-78		2178-79		2179-80		2180-81		2181-82		2182-83		2183-84		2184-85		2185-86		2186-87		2187-88		2188-89		2189-90		2190-91		2191-92		2192-93		2193-94		2194-95		2195-96		2196-97		2197-98		2198-99		2199-00		2200-01		2201-02		2202-03		2203-04		2204-05		2205-06		2206-07		2207-08		2208-09		2209-10		2210-11		2211-12		2212-13		2213-14		2214-15		2215-16		2216-17		2217-18		2218-19		2219-20		2220-21		2221-22		2222-23		2223-24		2224-25		2225-26		2226-27		2227-28		2228-29		2229-30		2230-31		2231-32		2232-33		2233-34		2234-35		2235-36		2236-37		2237-38		2238-39		2239-40		2240-41		2241-42		2242-43		2243-44		2244-45		2245-46		2246-47		2247-48		2248-49		2249-50		2250-51		2251-52		2252-53		2253-54		2254-55		2255-56		2256-57		2257-58		2258-59		2259-60		2260-61		2261-62		2262-63		2263-64		2264-65		2265-66		2266-67		2267-68		2268-69		2269-70		2270-71		2271-72		2272-73		2273-74		2274-75		2275-76		2276-77		2277-78		2278-79		2279-80		2280-81		2281-82		2282-83		2283-84		2284-85		2285-86		2286-87		2287-88		2288-89		2289-90		2290-91		2291-92		2292-93		2293-94		2294-95		2295-96		2296-97		2297-98		2298-99		2299-00		2300-01		2301-02		2302-03		2303-04		2304-05		2305-06		2306-07		2307-08		2308-09		2309-10		2310-11		2311-12		2312-13		2313-14		2314-15		2315-16		2316-17		2317-18		2318-19		2319-20		2320-21		2321-22		2322-23		2323-24		2324-25		2325-26		2326-27		2327-28		2328-29		2329-30		2330-31		2331-32		2332-33		2333-34		2334-35		2335-36		2336-37		2337-38		2338-39		2339-40		2340-41		2341-42		2342-43		2343-44		2344-45		2345-46		2346-47		2347-48		2348-49		2349-50		2350-51		2351-52		2352-53		2353-54		2354-55		2355-56		2356-57		2357-58		2358-59		2359-60		2360-61		2361-62		2362-63		2363-64		2364-65		2365-66		2366-67		2367-68		2368-69		2369-70		2370-71		2371-72		2372-73		2373-74		2374-75		2375-76		2376-77		2377-78		2378-79		2379-80		2380-81		2381-82		2382-83		2383-84		2384-85		2385-86		2386-87		2387-88		2388-89		2389-90		2390-91		2391-92		2392-93		2393-94		2394-95		2395-96		2396-97		2397-98		2398-99		2399-00		2400-01		2401-02		2402-03		2403-04		2404-05		2405-06		2406-07		2407-08		2408-09		2409-10		2410-11		2411-12		2412-13		2413-14		2414-15		2415-16		2416-17		2417-18		2418-19		2419-20		2420-21		2421-22		2422-23		2423-24		2424-25		2425-26		2426-27		2427-28		2428-29		2429-30		2430-31		2431-32		2432-33		2433-34		2434-35		2435-36		2436-37		2437-38		2438-39		2439-40		2440-41		2441-42		2442-43		2443-44		2444-45		2445-46		2446-47		2447-48		2448-49		2449-50		2450-51		2451-52		2452-53		2453-54		2454-55		2455-56		2456-57		2457-58		2458-59		2459-60		2460-61		2461-62		2462-63		2463-64		2464-65		2465-66		2466-67		2467-68		2468-69		2469-70		2470-71		2471-72		2472-73		2473-74		2474-75		2475-76		2476-77		2477-78		2478-79		2479-80		2480-81		2481-82		2482-83		2483-84		2484-85		2485-86		2486-87		2487-88		2488-89		2489-90		2490-91		2491-92		2492-93		2493-94		2494-95		2495-96		2496-97		2497-98		2498-99		2499-00		2500-01		2501-02		2502-03		2503-04		2504-05		2505-06		2506-07		2507-08		2508-09		2509-10		2510-11		2511-12		2512-13		2513-14		2514-15		2515-16		2516-17		2517-18		2518-19		2519-20		2520-21		2521-22		2522-23		2523-24		2524-25		2525-26		2526-27		2527-28		2528-29		2529-30		2530-31		2531-32		2532-33		2533-34		2534-35		2535-36		2536-37		2537-38		2538-39		2539-40		2540-41		2541-42		2542-43		2543-44		2544-45		2545-46		2546-47		2547-48		2548-49		2549-50		2550-51		2551-52		2552-53		2553-54		2554-55		2555-56		2556-57		2557-58		2558-59		2559-60		2560-61		2561-62		2562-63		2563-64		2564-65		2565-66		2566-67		2567-68		2568-69		2569-70		2570-71		2571-72		2572-73		2573-74		2574-75		2575-76		2576-77		2577-78		2578-79		2579-80		2580-81		2581-82		2582-83		2583-84		2584-85		2585-86		2586-87		2587-88		2588-89		2589-90		2590-91		2591-92		2592-93		2593-94		2594-95		2595-96		2596-97		2597-98		2598-99		2599-00		2600-01		2601-02		2602-03		2603-04		2604-05		2605-06		2606-07		2607-08		2608-09		2609-10		2610-11		2611-12		2612-13		2613-14		2614-15		2615-16		2616-17		2617-18		2618-19		2619-20		2620-21		2621-22		2622-23		2623-24		2624-25		2625-26		2626-27		2627-28		2628-29		2629-30		2630-31		2631-32		2632-33		2633-34		2634-35		2635-36		2636-37		2637-38		2638-39		2639-40		2640-41		2641-42		2642-43		2643-44		2644-45		2645-46		2646-47		2647-48		2648-49		2649-50		2650-51		2651-52		2652-53		2653-54		2654-55		2655-56		2656-57		2657-58		2658-59		2659-60		2660-61		2661-62		2662-63		2663-64		2664-65		2665-66		2666-67		2667-68		2668-69		2669-70		2670-71		2671-72		2672-73		2673-74		2674-75		2675-76		2676-77		2677-78		2678-79		2679-80		2680-81		2681-82		2682-83		2683-84		2684-85		2685-86		2686-87		2687-88		2688-89		2689-90		2690-91		2691-92		2692-93		2693-94		2694-95		2695-96		2696-97		2697-98		2698-99		2699-00		2700-01		2701-02		2702-03		2703-04		2704-05		2705-06		2706-07		2707-08		2708-09		2709-10		2710-11		2711-12		2712-13		2713-14		2714-15		2715-16		2716-17		2717-18		2718-19		2719-20		2720-21		2721-22		2722-23		2723-24		2724-25		2725-26		2726-27		2727-28		2728-29		2729-30		2730-31		2731-32		2732-33		2733-34		2734-35		2735-36		2736-37		2737-38		2738-39		2739-40		2740-41		2741-42		2742-43		2743-44		2744-45		2745-46		2746-47		2747-48		2748-49		2749-50		2750-51		2751-52		2752-53		2753-54		2754-55		2755-56		2756-57		2757-58		2758-59		2759-60		2760-61		2761-62		2762-63		2763-64		2764-65		2765-66		2766-67		2767-68		2768-69		2769-70		2770-71		2771-72		2772-73		2773-74		2774-7	
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Graduates

I. Bachelor of Arts Degree

A sketch study of the graduating classes from May, 1942 to June, 1951.

Date of Graduation	Number Graduated
May, 1942	153
January, 1943	125
May, 1943	33
August, 1943	116
May, 1944	59
August, 1944	53
May, 1945	72
August, 1945	51
May, 1946	107
August, 1946	34
June, 1947	173
August, 1947	21
June, 1948	236
August, 1948	31
June, 1949	295
August, 1949	34
June, 1950	333
August, 1950	17
June, 1951	236

Total A. B. Graduates since 1930 is 4143.

Table X

Analysis of Graduation
Distribution by Departments
Students receiving A.B. Degree, August 17, 1950

	Men	Women	Total
Business Education	2	-	2
English	1	2	3
Latin	-	-	1
Spanish	1	-	1
Mathematics	2	-	2
Music	1	-	1
Social Studies	4	3	7
Total	11	6	17

Table XI

Analysis of Graduation
Distribution by Departments
Students receiving A.B. Degree, June 14, 1951

	Men	Women	Total
Business Education	38	8	46
English	11	45	56
French	-	8	8
Latin	1	2	3
Spanish	2	10	12
Mathematics	14	14	28
Music	7	3	10
Science	9	7	16
Social Studies	30	27	57
Speech	-	-	-
Total	112	124	236

II. Master of Arts Degree

A sketch study of the graduating class from May, 1942 to June, 1951:

Date of Graduation	Number Graduated
May, 1942	66
May, 1943	32
May, 1944	21
May, 1945	25
May, 1946	49
August, 1946	18
June, 1947	51
August, 1947	39
June, 1948	55
August, 1948	32
June, 1949	63
August, 1949	37
June, 1950	85
August, 1950	52
June, 1951	81

The total number of A.M. Graduates since 1933 is 1086.

Table II

Analysis of Operations
 Direct Labor by Department
 Calendar Year 1951, from Jan. 1951

Department	Hours	Cost
Production	36	112
Engineering	11	124
Design	1	27
Tooling	1	27
Material	1	27
Assembly	1	27
Shipping	1	27
Receiving	1	27
Inventory	1	27
Quality Control	1	27
Plant Maintenance	1	27
Administration	1	27
General	1	27
Total	50	330

II. Method of Data Collection

A random sample of the production class from Jan. 1951 to Jan. 1952:

Order of Operation
 Number Assigned

1	Jan, 1951
2	Feb, 1951
3	Mar, 1951
4	Apr, 1951
5	May, 1951
6	Jun, 1951
7	Jul, 1951
8	Aug, 1951
9	Sep, 1951
10	Oct, 1951
11	Nov, 1951
12	Dec, 1951
13	Jan, 1952
14	Feb, 1952
15	Mar, 1952
16	Apr, 1952
17	May, 1952
18	Jun, 1952
19	Jul, 1952
20	Aug, 1952
21	Sep, 1952
22	Oct, 1952
23	Nov, 1952
24	Dec, 1952
25	Jan, 1953

The total number of A.S. operations from 1951 to 1952

Table XII

Analysis of Master of Arts Graduates

<u>Year</u>	<u>Graduates Montclair State Teachers College</u>	<u>Graduates Other Colleges</u>	<u>Total</u>
1933	4	9	13
1934	4	8	12
1935	5	15	20
1936	20	19	39
1937	19	20	39
1938	28	22	50
1939	32	28	60
1940	39	33	72
1941	42	33	75
1942	32	34	66
1943	14	18	32
1944	7	14	21
1945	10	15	25
1946	32	35	67
1947	30	60	90
1948	36	51	87
1949	41	59	100
1950	63	74	137
1951	34	47	81*
	492	594	1086*

*This total does not include 48 who graduated August, 1951.

Table XIII

Analysis of Graduation
Distribution by Departments
Students receiving A.M. Degree, August, 1950

	<u>Men</u>	<u>Women</u>	<u>Total</u>
Admin. & Superv.	8	5	13
Business Ed.	5	-	5
English	3	6	9
Mathematics	7	-	7
Pers. & Guid.	2	8	10
Spanish	-	1	1
Science	3	-	3
Social Studies	2	2	4
Total	30	22	52

Table III

Comparison of Number of New Graduates

Year	Graduates from University of California	Graduates from Other Colleges	Total
1933	1	1	2
1934	1	1	2
1935	1	1	2
1936	1	1	2
1937	1	1	2
1938	1	1	2
1939	1	1	2
1940	1	1	2
1941	1	1	2
1942	1	1	2
1943	1	1	2
1944	1	1	2
1945	1	1	2
1946	1	1	2
1947	1	1	2
1948	1	1	2
1949	1	1	2
1950	1	1	2
1951	1	1	2
1952	1	1	2
1953	1	1	2
1954	1	1	2
1955	1	1	2
1956	1	1	2
1957	1	1	2
1958	1	1	2
1959	1	1	2
1960	1	1	2
1961	1	1	2
1962	1	1	2
1963	1	1	2
1964	1	1	2
1965	1	1	2
1966	1	1	2
1967	1	1	2
1968	1	1	2
1969	1	1	2
1970	1	1	2
1971	1	1	2
1972	1	1	2
1973	1	1	2
1974	1	1	2
1975	1	1	2
1976	1	1	2
1977	1	1	2
1978	1	1	2
1979	1	1	2
1980	1	1	2
1981	1	1	2
1982	1	1	2
1983	1	1	2
1984	1	1	2
1985	1	1	2
1986	1	1	2
1987	1	1	2
1988	1	1	2
1989	1	1	2
1990	1	1	2
1991	1	1	2
1992	1	1	2
1993	1	1	2
1994	1	1	2
1995	1	1	2
1996	1	1	2
1997	1	1	2
1998	1	1	2
1999	1	1	2
2000	1	1	2
2001	1	1	2
2002	1	1	2
2003	1	1	2
2004	1	1	2
2005	1	1	2
2006	1	1	2
2007	1	1	2
2008	1	1	2
2009	1	1	2
2010	1	1	2
2011	1	1	2
2012	1	1	2
2013	1	1	2
2014	1	1	2
2015	1	1	2
2016	1	1	2
2017	1	1	2
2018	1	1	2
2019	1	1	2
2020	1	1	2
2021	1	1	2
2022	1	1	2
2023	1	1	2
2024	1	1	2
2025	1	1	2
2026	1	1	2
2027	1	1	2
2028	1	1	2
2029	1	1	2
2030	1	1	2
2031	1	1	2
2032	1	1	2
2033	1	1	2
2034	1	1	2
2035	1	1	2
2036	1	1	2
2037	1	1	2
2038	1	1	2
2039	1	1	2
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2080	1	1	2
2081	1	1	2
2082	1	1	2
2083	1	1	2
2084	1	1	2
2085	1	1	2
2086	1	1	2
2087	1	1	2
2088	1	1	2
2089	1	1	2
2090	1	1	2
2091	1	1	2
2092	1	1	2
2093	1	1	2
2094	1	1	2
2095	1	1	2
2096	1	1	2
2097	1	1	2
2098	1	1	2
2099	1	1	2
2100	1	1	2

*Data not available for 1951 and 1952.

Table VIII

Analysis of Graduate
 Enrollment by Department
 (Percentages of Total Enrollment, 1950-1951)

Department	1950-1951	1951-1952	Total
Arts & Letters	10	10	20
Business	10	10	20
Education	10	10	20
Engineering	10	10	20
Health Sciences	10	10	20
Humanities	10	10	20
Life Sciences	10	10	20
Physical Sciences	10	10	20
Social Sciences	10	10	20
Unlabeled	10	10	20
Total	100	100	200

Table XIV

Analysis of Graduation
Distribution by Departments
Students receiving A.M. Degree, June, 1951

	<u>Men</u>	<u>Women</u>	<u>Total</u>
Adminis. & Superv.	29	6	35
Business Ed.	6	1	7
English	3	2	5
Mathematics	-	3	3
Personnel & Guidance	4	5	9
Science	9	3	12
Social Studies	4	6	10
Total	55	26	81

Staff Changes

Mrs. Charlotte Baussmann resigned on December 1, 1950 and was replaced by Mrs. Margaret Schmidt. Mrs. Schmidt started February 1, 1951. Mr. Morris Seibert, Acting Registrar, was recalled to active duty with the U. S. Army and left the College at the end of March, 1951. Miss Mary M. House was appointed Acting Registrar, effective April 15, 1951, to replace him. Miss Margaret H. Mostica was appointed to the Senior Clerk-Stenographer classification May 21, 1951, to fill the vacancy created by the advancement of Miss House.

Recommendations

It is the recommendation of this office that, if at all possible, registration be extended one full day to ease the congestion caused by changes in programs requested by the students.

Spring - Since the student-teaching seniors register early, the following program could be arranged:

- First day - Non Student-Teaching Seniors and all Juniors
- Second day - All Sophomores
- Third day - All Freshmen
- Fourth day - Start classes and register new Advanced Standing Students

Fall - Because of the freshmen orientation program, the following program could be arranged:

- First day - Seniors
- Second day - Juniors
- Third day - Sophomores
- Fourth day - Start classes and register New Advanced Standing Students

Respectfully submitted

Mary M. House

Mary M. House

[illegible][illegible]

Mr. Oberlin's assignment to the position of Assistant Secretary of the Department of the Interior, May 21, 1921, to fill the vacancy created by the retirement of Mr. H. H. Henshaw.

It is the recommendation of this office that, if at all possible, reference should be obtained and that the Commission should be advised of the results of the investigation requested in the report.

Since the above-mentioned names appear in the following list, they could be identified:

Administrative and financial records are available from:

1. The following information was obtained from the records of the Department of the Interior, Bureau of Land Management, regarding the land owned by the United States in the State of California:

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of WOMEN

College Year
1950 - 1951

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SOCIAL AFFAIRS
CLUB, CLASS AND ORGANIZATION MEETINGS
1950-51

<u>REGULAR MEETINGS</u>	<u>Hrs. per yr.</u>	<u>SPECIAL MEETINGS</u>	<u>Hrs. per yr.</u>
Russ		Russ (exclusive of Music Department)	26
Club Meetings	78		
Organ Practice	720	Music Dept. - Student Recitals	98
Chapin	176		
Administration Bldg.	1215	Chapin (exclusive of Music Department)	10
Music Building	257		
College High School	54	Music Department - Student Recitals	98
Annex No. WA - 2	27		
		Administration Building	348
		College High School	17
(Club meetings in the afternoon average $1\frac{1}{2}$ hours - those in the evening 2 hours, organ practice 1 hour.)		(Special meetings in the afternoon average $1\frac{1}{2}$ hours - those in the evening 2 hours. Music Department, 2 hours of rehearsal per student taking part in recital - usually about 6 students, 2 hours of recital, total $1\frac{1}{4}$ hours.)	

<u>SOCIAL EVENTS</u>	<u>Hrs. per yr.</u>	<u>TOTAL SOCIAL EVENTS AND MEETINGS</u>	<u>Hrs. per yr.</u>
Russ (exclusive of Music Department)	95	Russ (exclusive of Music Department)	199
Russ - Music Department	88	Russ - Music Department	906
		Russ Total	1105
Chapin (exclusive of Music Department)	79	Chapin (exclusive of Music Department)	265
Chapin - Music Department	56	Chapin - Music Department	154
		Chapin Total	419
Administration Bldg.	73	Administration Building	1636
College High School	58	College High School	129
Picnic Grounds	15	Picnic	15
Amphitheatre	5	Off Campus	78
Rec Building	70	Music Building	257
(Average length of event: Dances 4 hours; Music Dept. Concerts 6 hours, rehearsal and 2 hours for Concert, total 8 hours; Other events $2\frac{1}{2}$ hours.)		Annex No. WA - 2	27
		Amphitheatre	5
		Rec Building	70

GENERAL ACCOUNT
STATE OF NEW YORK
1900-01

DEPARTMENT	AMOUNT PAID	AMOUNT RECEIVED	BALANCE
State (exclusive of State Department)	100	100	0
State - State Department	100	100	0
State - State Department	100	100	0
State - State Department	100	100	0
State - State Department	100	100	0
State - State Department	100	100	0
State - State Department	100	100	0
State - State Department	100	100	0
State - State Department	100	100	0
State - State Department	100	100	0
State - State Department	100	100	0
State - State Department	100	100	0
State - State Department	100	100	0
State - State Department	100	100	0
State - State Department	100	100	0
State - State Department	100	100	0

REGULAR CLUB MEETINGS

<u>Club</u>	<u>Number of Meetings</u>				<u>Place</u>
	<u>1 per mo.</u>	<u>2 per mo.</u>	<u>per mo.</u>	<u>tot. per yr.</u>	
Agora		x		18	Chapin
Aldornia	x			9	Russ
Aphesteon	x			9	Chapin
Band			12	108	Music Bldg.
Bridge Club			4	36	Admin. Bldg.
Bureau of Student Pub.				when nec.	Admin. Bldg.
Cheerleaders				"	"
Chess			4	36	"
Choir			8	72	Music Bldg.
Chorus			4	36	"
Christian Fellowship			4	36	College H.S.
Clio	x			9	Admin. Bldg.
Commuters Club	x			9	"
Creative Writing		x		18	Russ Hall
Dalphac	x			9	Admin. Bldg.
Dance Club		x		18	"
English Club	x			9	"
Epsilon Mu Epsilon	x			9	"
Forum	x			9	"
Futuro Teachers of America	x			9	"
Geography Club	x			9	"
International Relations	x			9	Chapin
Inter Nos	x			9	Russ
Kappa Delta Pi	x			9	Chapin
La Cercle Francais	x			9	Russ
La Tertulia Espanola	x			9	Chapin
Men's Athletic Council				when nec.	Admin. Bldg.
National Student Assoc.		x		18	"
Orchestra		x		18	Music Bldg.
Phi Lambda Pi	x			9	Chapin
Pi Omega Pi	x			9	Admin. Bldg.
Players	x			9	"
Pro Musica	x			9	Music Bldg.
Psychology Club	x			9	Admin. Bldg.
Rohwec	x			9	Chapin
Rostrum	x			9	Admin. Bldg.
Science Club		x		18	Chapin
Senate		x		18	Admin. Bldg.
					& Mr. Bohn's
Sigma Alpha Eta	x			9	Admin. Bldg.
Sigma Delta Pi	x			9	"
Sigma Phi Mu	x			9	Chapin
Student Gov't Assoc.		x		18	Admin. Bldg.
Student World Federalists	x			9	"
Tribe	x			9	"
Women's Athletic Assoc.				when nec.	"
Zeta Phi	x			9	Russ
Regularly scheduled group activities not included in club schedule.				252	Adminis. Bldg.

The above schedule gives the regularly scheduled meetings of all clubs which are chartered by and in good standing with the Student Government Association. Many of these organizations meet frequently, in addition to their regularly scheduled times, to work as a group or in small committees on projects and programs.

Class	1940	1941	1942	1943	1944	1945	1946	1947	1948	1949	1950	1951	1952	1953	1954	1955	1956	1957	1958	1959	1960	1961	1962	1963	1964	1965	1966	1967	1968	1969	1970	1971	1972	1973	1974	1975	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985	1986	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035	2036	2037	2038	2039	2040	2041	2042	2043	2044	2045	2046	2047	2048	2049	2050	2051	2052	2053	2054	2055	2056	2057	2058	2059	2060	2061	2062	2063	2064	2065	2066	2067	2068	2069	2070	2071	2072	2073	2074	2075	2076	2077	2078	2079	2080	2081	2082	2083	2084	2085	2086	2087	2088	2089	2090	2091	2092	2093	2094	2095	2096	2097	2098	2099	2100	2101	2102	2103	2104	2105	2106	2107	2108	2109	2110	2111	2112	2113	2114	2115	2116	2117	2118	2119	2120	2121	2122	2123	2124	2125	2126	2127	2128	2129	2130	2131	2132	2133	2134	2135	2136	2137	2138	2139	2140	2141	2142	2143	2144	2145	2146	2147	2148	2149	2150	2151	2152	2153	2154	2155	2156	2157	2158	2159	2160	2161	2162	2163	2164	2165	2166	2167	2168	2169	2170	2171	2172	2173	2174	2175	2176	2177	2178	2179	2180	2181	2182	2183	2184	2185	2186	2187	2188	2189	2190	2191	2192	2193	2194	2195	2196	2197	2198	2199	2200	2201	2202	2203	2204	2205	2206	2207	2208	2209	2210	2211	2212	2213	2214	2215	2216	2217	2218	2219	2220	2221	2222	2223	2224	2225	2226	2227	2228	2229	2230	2231	2232	2233	2234	2235	2236	2237	2238	2239	2240	2241	2242	2243	2244	2245	2246	2247	2248	2249	2250	2251	2252	2253	2254	2255	2256	2257	2258	2259	2260	2261	2262	2263	2264	2265	2266	2267	2268	2269	2270	2271	2272	2273	2274	2275	2276	2277	2278	2279	2280	2281	2282	2283	2284	2285	2286	2287	2288	2289	2290	2291	2292	2293	2294	2295	2296	2297	2298	2299	2300	2301	2302	2303	2304	2305	2306	2307	2308	2309	2310	2311	2312	2313	2314	2315	2316	2317	2318	2319	2320	2321	2322	2323	2324	2325	2326	2327	2328	2329	2330	2331	2332	2333	2334	2335	2336	2337	2338	2339	2340	2341	2342	2343	2344	2345	2346	2347	2348	2349	2350	2351	2352	2353	2354	2355	2356	2357	2358	2359	2360	2361	2362	2363	2364	2365	2366	2367	2368	2369	2370	2371	2372	2373	2374	2375	2376	2377	2378	2379	2380	2381	2382	2383	2384	2385	2386	2387	2388	2389	2390	2391	2392	2393	2394	2395	2396	2397	2398	2399	2400	2401	2402	2403	2404	2405	2406	2407	2408	2409	2410	2411	2412	2413	2414	2415	2416	2417	2418	2419	2420	2421	2422	2423	2424	2425	2426	2427	2428	2429	2430	2431	2432	2433	2434	2435	2436	2437	2438	2439	2440	2441	2442	2443	2444	2445	2446	2447	2448	2449	2450	2451	2452	2453	2454	2455	2456	2457	2458	2459	2460	2461	2462	2463	2464	2465	2466	2467	2468	2469	2470	2471	2472	2473	2474	2475	2476	2477	2478	2479	2480	2481	2482	2483	2484	2485	2486	2487	2488	2489	2490	2491	2492	2493	2494	2495	2496	2497	2498	2499	2500	2501	2502	2503	2504	2505	2506	2507	2508	2509	2510	2511	2512	2513	2514	2515	2516	2517	2518	2519	2520	2521	2522	2523	2524	2525	2526	2527	2528	2529	2530	2531	2532	2533	2534	2535	2536	2537	2538	2539	2540	2541	2542	2543	2544	2545	2546	2547	2548	2549	2550	2551	2552	2553	2554	2555	2556	2557	2558	2559	2560	2561	2562	2563	2564	2565	2566	2567	2568	2569	2570	2571	2572	2573	2574	2575	2576	2577	2578	2579	2580	2581	2582	2583	2584	2585	2586	2587	2588	2589	2590	2591	2592	2593	2594	2595	2596	2597	2598	2599	2600	2601	2602	2603	2604	2605	2606	2607	2608	2609	2610	2611	2612	2613	2614	2615	2616	2617	2618	2619	2620	2621	2622	2623	2624	2625	2626	2627	2628	2629	2630	2631	2632	2633	2634	2635	2636	2637	2638	2639	2640	2641	2642	2643	2644	2645	2646	2647	2648	2649	2650	2651	2652	2653	2654	2655	2656	2657	2658	2659	2660	2661	2662	2663	2664	2665	2666	2667	2668	2669	2670	2671	2672	2673	2674	2675	2676	2677	2678	2679	2680	2681	2682	2683	2684	2685	2686	2687	2688	2689	2690	2691	2692	2693	2694	2695	2696	2697	2698	2699	2700	2701	2702	2703	2704	2705	2706	2707	2708	2709	2710	2711	2712	2713	2714	2715	2716	2717	2718	2719	2720	2721	2722	2723	2724	2725	2726	2727	2728	2729	2730	2731	2732	2733	2734	2735	2736	2737	2738	2739	2740	2741	2742	2743	2744	2745	2746	2747	2748	2749	2750	2751	2752	2753	2754	2755	2756	2757	2758	2759	2760	2761	2762	2763	2764	2765	2766	2767	2768	2769	2770	2771	2772	2773	2774	2775	2776	2777	2778	2779	2780	2781	2782	2783	2784	2785	2786	2787	2788	2789	2790	2791	2792	2793	2794	2795	2796	2797	2798	2799	2800	2801	2802	2803	2804	2805	2806	2807	2808	2809	2810	2811	2812	2813	2814	2815	2816	2817	2818	2819	2820	2821	2822	2823	2824	2825	2826	2827	2828	2829	2830	2831	2832	2833	2834	2835	2836	2837	2838	2839	2840	2841	2842	2843	2844	2845	2846	2847	2848	2849	2850	2851	2852	2853	2854	2855	2856	2857	2858	2859	2860	2861	2862	2863	2864	2865	2866	2867	2868	2869	2870	2871	2872	2873	2874	2875	2876	2877	2878	2879	2880	2881	2882	2883	2884	2885	2886	2887	2888	2889	2890	2891	2892	2893	2894	2895	2896	2897	2898	2899	2900	2901	2902	2903	2904	2905	2906	2907	2908	2909	2910	2911	2912	2913	2914	2915	2916	2917	2918	2919	2920	2921	2922	2923	2924	2925	2926	2927	2928	2929	2930	2931	2932	2933	2934	2935	2936	2937	2938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DEPARTMENT OF DEFENSE.

SPECIAL MEETINGS

1950

September	18	Music--Faculty	Russ Hall
	18	Publications	Administration Bldg.
	19	Players Group	" "
	19	Club Liaison	" "
	19	Publications	" "
	21	Waitress Meeting	Russ Hall
	21	Publications	Administration Bldg.
	21	Cheerleaders	" "
	22	Social Committee	" "
	25	Business Education Department	" "
	25	Publications	" "
	25	Russ Dormitory Meeting	Russ Hall
	25	Waitress Meeting	Russ Hall
	26	Publications	Administration Bldg.
	26	Men's Dormitory Meeting	Russ Hall
	28	Players	Administration Bldg.
	28	SGA	" "
	29	Waitress Meeting	" "
	29	Commuters Club	" "
October	2	Players	" "
	2	Publications	" "
	3	SGA	" "
	4	SGA	" "
	4	Players	" "
	5	Publications	" "
	6	Waitress Meeting	" "
	9	Folk Music	" "
	10	Junior Class Meeting	" "
	10	Players	College High School
	11	Commuters Club	Administration Bldg.
	11	Publications	" "
	16	Players	" "
	16	Folk Music	" "
	17	Players	" "
	17	Senior Class Meeting	" "
	18	Players	" "
	19	Players	" "
	19	Club Liaison	" "
	26	NSA Forum	Russ Hall
	26	Players	Administration Bldg.
	30	Players	" "
	30	Senior Class Meeting	" "
	31	Christian Science	" "
November	1	Publications	" "
	2	Players	" "
	2	Publications	" "
	6	SGA Musical	" "
	7	Players	" "

SPECIAL MEETINGS

(Continued)

1950

November	7	Publications	Administration Bldg.
	7	SGA Musical	" "
	7	Freshmen Officers	" "
	8	SGA Musical	" "
	8	Publications	" "
	8	League of Women Voters	Chapin Hall
	9	Montclair Heights Community Association	Administration Bldg.
	9	Players	" "
	13	Players	" "
	13	Tribe	" "
	14	Senior Class Meeting	" "
	15	Sophomore Advisory Council	" "
	15	Television Committee	" "
	16	Phi Lambda Pi	" "
	20	Players	" "
	21	Players	" "
	21	W.A.A.	" "
	21	Television Committee	" "
	27	Players	" "
	28	Club Liaison	" "
	28	Rostrum Executive Committee	" "
	29	Publications	" "
	30	Sophomore Advisory Council	" "
December	1	Players	" "
	4	Players	" "
	4	SGA Musical	" "
	5	Freshmen Class Meeting	" "
	5	Christian Science Group	" "
	5	Players	" "
	5	SGA Musical	" "
	6	SGA Musical	" "
	7	Players	" "
	7	Freshmen Class Meeting	" "
	7	SGA Musical	" "
	7	Sophomore Decorating Committee	" "
	9	Christian Fellowship	Russ Hall
	11	SGA Musical	Administration Bldg.
	11	Tribe	" "
	12	Players	" "
	12	Sophomore Advisory Council	" "
	12	SGA Musical	" "
	13	SGA Musical	" "
	13	Television Meeting	" "
	13	Players	" "
	13	Agora Rehearsal	College High School
	14	French Club	Administration Bldg.
	14	Dormitory Chairmen Meeting	" "
	14	War Memorial Fund Board Meeting	" "

SPECIAL MEETINGS

(Continued)

1950

December	14	SGA Musical	Administration Bldg.
	14	Agora Rehearsal	College High School
	18	Players	Administration Bldg.
	18	SGA Musical	" "
	18	Tribe Alumni	" "
	19	SGA Musical	" "
	19	Kappa Delta Pi	" "
	19	Christian Science	" "
	19	Dance Club	" "
	19	Folk Lore Group	" "
	19	SGA Musical	" "
	20	SGA Musical	" "
	21	Players	" "
	21	SGA Musical	" "

1951

January	3	SGA Musical	" "
	4	Players	" "
	5	W.A.A.	" "
	8	Players	" "
	9	Players	" "
	9	Christian Science	" "
	9	Sophomore Council	" "
	9	SGA	" "
	9	IRC	" "
	10	SGA Musical	" "
	10	Publications	" "
	10	Senate	" "
	10	Players	" "
	10	Men's Dormitory Meeting	Russ Hall
	11	Players	Administration Bldg.
	12	SGA Musical	College High School
	13	SGA Musical	Administration Bldg.
	15	Players	" "
	15	SGA Musical	College High School
	16	SGA Musical	Administration Bldg.
	16	Players	College High School
	16	W.A.A.	Administration Bldg.
	17	Tribe	" "
	17	Folk Lore	" "
	18	Publications	" "
	18	Players	" "
	19	Players	" "
	19	Waitress Meeting	" "
	22	Tribe	" "
	22	Players	College High School
	23	Commuters Club	Administration Bldg.
	23	Players	" "

ANNALS OF THE

(Continued)

1911

January

1912

January

1913

January

1914

January

SPECIAL MEETINGS

(Continued)

1951

January	23	Players	College High School
	24	Players	Administration Bldg.
	24	Aphesteon	" "
	25	Sophomore Advisory Council	" "
	25	Players	College High School
	26	SGA Musical Recording	Russ Hall
	31	Players	Administration Bldg.
	31	Publications	" "
February	1	Tribe	" "
	5	Players	" "
	6	Forum--High School Students	Chapin Hall
	6	Publications	Administration Bldg.
	6	Russ Meeting	Russ Hall
	6	Christian Science	Administration Bldg.
	7	Publications	" "
	8	Freshmen Class Committee	" "
	13	Players	" "
	15	SGA	" "
	15	Council of State Employees	Chapin Hall
	19	Players	Administration Bldg.
	19	Publications	" "
	20	Players	" "
	20	Christian Science	" "
	21	Players	" "
	24	Phi Lambda Pi Chorus	Russ Hall
	26	Players	Administration Bldg.
	27	Junior Class Meeting	" "
	27	Rostrum Executive Committee	" "
	27	Freshmen Class Committee	" "
	28	Citizenship Education Committee	" "
	28	Publications	" "
March	1	Publications	" "
	5	Phi Lambda Pi	" "
	5	Publications	" "
	5	Pi Omega Pi	" "
	6	Christian Science	" "
	7	Junior Class Meeting	" "
	9	W.A.A.	" "
	12	Basketball Meeting	" "
	12	Tennis Meeting	" "
	12	Players	" "
	13	Advisory Council (Sophomore)	" "
	13	Phi Lambda Pi	" "
	13	Junior Class Meeting	" "
	13	Future Freshmen Athletes	College High School
	14	Junior Class Committee	Administration Bldg.

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SPECIAL MEETINGS

(Continued)

1951			
March	14	Players	Administration Bldg.
	15	World Federalists Executive Committee	" "
	19	Women's Tennis Club	" "
	19	Senate	Russ Hall
	20	English Club	Chapin Hall
	21	Players	Administration Bldg.
April	2	Phi Lambda Pi Committee	" "
	3	French Club	" "
	3	Sophomore Class Committee	" "
	4	Players	" "
	4	Carnival Committee	" "
	6	Phi Lambda Pi	" "
	9	Players	" "
	10	Inter Nos	" "
	10	Players	" "
	10	Kappa Delta Pi	" "
	11	Players	" "
	11	French Club	" "
	12	Junior Class	" "
	12	Players	" "
	12	Publications	" "
	13	Players	" "
	14	Science Department Meeting	" "
	16	Sigma Delta Pi	" "
	16	Christian Science	" "
	16	Inter Nos	" "
	16	Players	" "
	17	Players	" "
	18	Players	" "
	18	Canterbury Club	" "
	18	French Club	" "
	19	Social Studies Group	" "
	19	Players	" "
	19	Publications	" "
	19	Phi Lambda Pi	" "
	24	Players	" "
	24	Rostrum Executive Meeting	" "
	24	Junior Class Meeting	" "
	25	Mr. Seybold's Group Recording	Chapin Hall
	25	French Club	Administration Bldg.
	25	SGA	" "
	26	Players	" "
	26	French Club	" "
	30	Creative Writing Club	" "
	30	Carnival Committee	" "
	30	Christian Science	" "
	30	Christian Fellowship	Russ Hall
	30	Phi Lambda Pi	Administration Bldg.

THE HISTORY OF THE

(continued)

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SPECIAL MEETINGS

(Continued)

1951			
May	3	League of Women Voters	Administration Bldg.
	7	Pi Omega Pi	" "
	8	Citizenship Education Committee	" "
	8	Junior Class Meeting	" "
	8	Players	College High School
	9	Canterbury Club	Administration Bldg.
	9	SGA	" "
	14	Christian Science	" "
	14	Players	" "
	15	Club Presidents	" "
	15	Sophomore Class	" "
	15	Aldornia	" "
	16	Sigma Delta Pi	" "
	17	Junior Class	" "
	21	Players	" "
	21	Television Committee	" "
	21	Inter Dormitory Meeting	Russ Hall
	21	Phi Lambda Pi	Administration Bldg.
	22	Alumni Committee	" "
	22	Rostrum Executive Committee	" "
	23	Television Rehearsal	" "
	23	Canterbury Club	" "
	28	Christian Science	" "
	28	IRC	" "
	29	Sophomore Class	" "
	29	Junior Class	" "
	31	Newman Club	" "
June	1	Television Rehearsal	" "
	4	Citizenship Education Committee	" "
	4	Television Committee	" "
	5	Sophomore Class	" "
	5	Graduate Committee	" "
	5	Television Group	" "
	8	China Institute	Russ Hall
	11	Television Group	Administration Bldg.

SOCIAL AFFAIRS

1950

September	15	Freshmen Tea	Chapin Hall
	16	Dr. Wittmer's Luncheon	Russ Hall
	19	Integration Department Tea	Russ Hall
	27	Christian Fellowship Tea	Chapin Hall
	28	I.R.C. Tea	Chapin Hall
October	5	Pep Rally	Parking Lot
	6	Band Rally	College High School
	8	Faculty Party	Russ Hall
	10	Dr. Sprague's Luncheon	Russ Hall
	10	Dr. Sprague's Tea	Chapin Hall
	10	War Memorial Dinner	Russ Hall
	11	Faculty Meeting and Tea	Chapin Hall
	14	1950 Reunion	Russ Hall
	14	Commuters Club Hayride	Off Campus
	17	French Club Tea	Chapin Hall
	19	Epsilon Mu Epsilon	Chapin Hall
	23	English Club Tea	Chapin Hall
	25	Russ Hall Tea	Russ Hall
	30	Student Group Tea	Chapin Hall
	30	Dalphac Supper	Chapin Hall
November	1	Dr. Partridge's Luncheon	Russ Hall
	1	Tea	Chapin Hall
	8	Faculty Meeting and Tea	Chapin Hall
	11	Senate Alumni Supper	Chapin Hall
	16	Sigma Delta Pi	Chapin Hall
	20	War Memorial Dinner	Russ Hall
	27	Dr. Sprague, Luncheon	Russ Hall
December	4	Pi Omega Pi Party	Chapin Hall
	4	War Memorial Fund Dinner	Russ Hall
	5	Clio Cake Sale	Administration Bldg.
	5	Football Banquet	Russ Hall
	5	Players	College High School
	6	Faculty Meeting and Tea	Chapin Hall
	6, 7, 8, 11, 12	Players Production	College High School
	9	Band Masters Dinner	Russ Hall
	11	Rohwec Banquet	Off Campus
	12	Pi Omega Pi Banquet	Off Campus
	14	College Band Concert	Off Campus
	15	S.G.A. Open House	Rec Building
	16, 18, 19	Agora Show	College High School
	21	Student Group Party	Chapin Hall

1951

January	9	Spanish Club Party	Administration Bldg.
	9	Geography Club Cake Sale	Administration Bldg.
	10	Geography Club Banquet	Off Campus
	11	Dr. Sprague's Dinner	Russ Hall
	16	Sigma Phi Mu Party	College High School
	17	Faculty Meeting and Tea	Chapin Hall

SOCIAL AFFAIRS

(Continued)

1951			
January	18	Student Group Dimer	Chapin Hall
	19	Student Musical	Off Campus
	20	Student Musical	Off Campus
	22	Alumni Executive Committee Dinner	Russ Hall
	23	Choir Tea	Chapin Hall
February	8	War Memorial Dinner	Russ Hall
	14	Alumni Executive Committee Dinner	Russ Hall
	16	Dance Club Party	Administration Bldg.
	21	Faculty Meeting and Tea	Chapin Hall
March	1	Senate Tea	Chapin Hall
	2	Dr. Sprague's Luncheon	Russ Hall
	2	Faculty-Dames Supper	Russ Hall
	3	Modern Languages Dinner	Russ Hall
	7	Basketball Banquet	Off Campus
	10	Classical Languages Dinner	Russ Hall
	12	Alumni Executive Committee Dinner	Russ Hall
	14	Commuters-Faculty Volleyball Game	Administration Bldg.
	19	Epsilon Mu Epsilon Tea	Chapin Hall
	21	Faculty Meeting and Tea	Chapin Hall
April	9	Sigma Delta Pi Party	Russ Hall
	10	World Federalists Tea	Chapin Hall
	12	IRC Cake Sale	Administration Bldg.
	13	Audio Visual Aids Group Dinner	Russ Hall
	18	Faculty Meeting and Tea	Chapin Hall
	19	Alumni Executive Committee Dinner	Russ Hall
	19	Band Concert	Administration Bldg.
	23	Alumni Executive Committee Dinner	Russ Hall
	24	Geography Club Cake Sale	Administration Bldg.
	24	Pi Omega Pi Tea	Chapin Hall
	24	Sigma Phi Mu and Apehesteon Party	Chapin Hall
	28	Choir Banquet	Russ Hall
May	4	Carnival	Administration Bldg.
	5	Carnival	and College High School
	8	Pi Omega Pi Banquet	Off Campus
	8, 9, 10, 11, 14, 15	Players Production	College High School
	9	Citizenship Workshop Tea	Chapin Hall
	10	Science Club Banquet	Off Campus
	15	Forum Banquet	Off Campus
	16	Faculty Meeting and Tea	Chapin Hall
	17	Kappa Delta Pi Banquet	Off Campus
	18	Modern Dance Recital	Off Campus
	24	Music Department Luncheon	Russ Hall
	24	Sigma Delta Pi Banquet	Off Campus
	25	Integration Department Luncheon	Russ Hall
	26	Instrumental Ensemble Festival	College High School
	26	Dr. Sprague's Retirement Dinner	Russ Hall

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1998	1998	1998	1998
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2000	2000	2000	2000

SOCIAL AFFAIRS

(Continued)

1951			
May	28	War Memorial Committee Dinner	Russ Hall
	29	Alumni Executive Committee Dinner	Russ Hall
	29	Players Banquet	Off Campus
	31	Student-Faculty Bridge Tournament	Administration Bldg.
June	1	Music Department Dinner	Russ Hall
	1	Opera Workshop Production	Amphi-theater
	4	President's Reception for Graduate Students	Russ Hall
	6	WAA Banquet	Chapin Hall
	10	Alumni Reception for Dr. Sprague	Russ Hall
	10	Baccalaureate Sermon	Off Campus
	11	Senior Boat Ride	Off Campus
	12	Senior Assembly	Amphi-theater
	12	President's Reception for Undergraduates	Russ Hall
	13	Student Party	Chapin
	13	Senior Banquet	Off Campus
	14	Commencement	Off Campus
	14	President's Dinner	Russ Hall
	26	Alumni Executive Committee Dinner	Russ Hall

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COLLEGE DANCES

1950			
September	18	Big Brother Dance	Administration Bldg.
September	20	Peace Dance	Administration Bldg.
October	7	SCA Dance	Administration Bldg.
October	28	Football Team Dance	Administration Bldg.
November	4	Junior Dance	Administration Bldg.
December	2	Russ-Chapin Dance	Chapin Hall
December	9	SCA Formal	Glenridge Women's Club
1951			
January	6	Sophomore Informal	Administration Bldg.
January	13	Senior Informal	Rock Spring Country Club
February	17	Tribe Informal	Administration Bldg.
March	3	Freshmen Barn Dance	Administration Bldg.
April	7	Phi Lambda Pi Informal	Administration Bldg.
April	27	Sophomore Semi-Formal	Glenridge Women's Club
May	25	Junior Dinner Dance	Hotel Suburban, E. O.
May	26	French Club Barn Dance	Pinneys Barn
June	2	Freshmen Semi-Formal	Glenridge Women's Club
June	9	Senior Dinner Dance	Terrace Room, Newark

WINTER TRIP

1900	September 18	W. H. Miller, Secy	Administration Bldg.
September 20	John Miller	Administration Bldg.	
October 7	Ed Jones	Administration Bldg.	
October 20	Porter, John Miller	Administration Bldg.	
November 4	John Jones	Administration Bldg.	
November 2	John Jones, Secy	Administration Bldg.	
December 4	Ed Miller	Administration Bldg.	
1901	January 4	John Jones, Secy	Administration Bldg.
January 12	John Jones, Secy	Administration Bldg.	
February 17	Ed Miller	Administration Bldg.	
March 3	John Jones, Secy	Administration Bldg.	
April 7	Ed Miller, Secy	Administration Bldg.	
April 15	John Jones, Secy	Administration Bldg.	
May 22	John Jones, Secy	Administration Bldg.	
May 29	John Jones, Secy	Administration Bldg.	
June 5	John Jones, Secy	Administration Bldg.	
June 9	John Jones, Secy	Administration Bldg.	

PICNICS

1950

September	19	Rotary Club Picnic	Upper Field
	21	W.A.A.	Recreation Building
October	9	Science Club	" "
	18	F.T.A.	" "
	19	Phi Lambda Pi	" "
	26	W.A.A.	" "
	26	Phi Lambda Pi	" "
November	4	Science Department Picnic	Fireplace No. 1.
	7	Aldornia	Recreation Building
	8	Phi Lambda Pi	" "
December	6	Married Veterans Picnic	" "
	19	Sigma Delta Pi	" "
	19	Sigma Phi Mu	" "
	20	Sigma Alpha Eta	" "
	20	Publications	" "

1951

April	13	Phi Lambda Pi	" "
	18	Men in Music	" "
May	10	Phi Lambda Pi	" "
	16	Agora--Dalphac Picnic	" "
	20	College High--World Federalists Group	" "
	23	Band Picnic	" "
	28	Spanish Club	Fireplace No. 1.
	28	Sigma Phi Mu--Aphesteon	Recreation Building
	29	Graduate Extension Class Picnic	Administration Bldg.
	30	Married Veterans	Recreation Building
	31	Aldornia	" "
June	1	English	" "
	3	Graduate Group	" "
	4	Science Club	" "
	4	Geography Club	Fireplace No. 2.
	5	Clio	Recreation Building
	6	SGA	" "
	8	Agora	" "
	8	Publications	Fireplace No. 2.
	9	Graduate Extension Class	Recreation Building
	11	Opera Workshop	" "
July	4	Married Veterans	Fireplace No. 2.

CONFERENCES

Glassboro's "Jersey Junket"

This year the group of Glassboro students and faculty members numbered about 110 as against 75 last year. The group, as usual, had dinner, stayed overnight, and had breakfast at the College on Friday and Saturday, April 20th and 21st.

Instrumental Ensemble Festival

On May 26th the Music Department held the Instrumental Ensemble Festival on campus. The group was here one day and had lunch in the cafeteria.

German Group

A group of approximately twenty-five German educators stayed in the dormitory on June 19, 20, 21, and 22. They met here for a conference under the auspices of the Institute of International Education.

Alumni Weekend

As in the past three years, the Alumni Association sponsored its annual spring activities May 12 and 13. On Friday night Players gave their spring production for the Alumni who were on campus. As usual, the number attending each event was relatively small but those who did participate seemed to thoroughly enjoy themselves.

Program

<u>Date</u>	<u>Day</u>	<u>Time</u>	<u>Place</u>	<u>Event</u>	<u>Approx. Attendance</u>
12	Saturday	9:00 a.m.--			
		9:00 p.m.	Russ Hall	Registration	85
12	Saturday	9:30 a.m.	Russ Hall	Coffee and Rolls	55
12	Saturday	10:00 a.m.			
		--12:00 n.	Administration Bldg.	Club Reunions	45
12	Saturday	1:00 p.m.	Russ Hall	Luncheon	60
12	Saturday	2:00 p.m.	Russ Hall	Entertainment	58
12	Saturday	2:30 p.m.	Russ Hall	Speaker	60
12	Saturday	3:00 p.m.	Russ Hall	Business Meeting	30
12	Saturday	4:00 p.m.	Chapin Hall	Faculty Reception-Tea	100
12	Saturday	9:00 p.m.	Russ Hall	Formal Dance	90
13	Sunday	12:30 p.m.	Upper Field	Picnic	100
13	Sunday	2:30 p.m.	Amphitheatre	Concert	150

China Conference

Six regular staff members and twenty-one students as in the past few years lived in Russ Hall from June 24th to July 6th. Meetings were held in Russ, the Administration Building, College High School, and amphitheatre. Lunch was served in the cafeteria with the exception of the Convocation luncheon which was held in Russ Hall. The group again seemed to enjoy themselves on the campus.

United Nations Institute

For the first time the United Nations Institute was held on the campus from July 8th to the 20th. Students lived in Chapin Hall. As at the China Institute, meetings were held in Chapin Hall, Administration Building, amphitheatre, and College High School. Luncheon was served in the cafeteria with the exception of July 14th when the entire group had a luncheon and dinner in Russ Hall and on Thursday, July 19th, a special guest luncheon was held in Russ Hall. The group was most enthusiastic about the College and the Institute.

THE PROBLEM

The problem is to find a way to make the most of the time we have. It is not enough to say that we should be more efficient. We must find a way to make the most of the time we have. It is not enough to say that we should be more efficient. We must find a way to make the most of the time we have.

THE SOLUTION

The solution is to find a way to make the most of the time we have. It is not enough to say that we should be more efficient. We must find a way to make the most of the time we have. It is not enough to say that we should be more efficient. We must find a way to make the most of the time we have.

DORMITORIES

Registration in the Women's Dormitories 1950 - 1951

First Semester

Students

Chapin Hall
Russ Hall

95
97

Second Semester

Chapin Hall

During Senior practice teaching
period, Jan. 28 - Apr. 29

60

After Senior practice teaching
period, Apr. 29 - June 13

94

Russ Hall

During Senior practice teaching
period, Jan. 28 - Apr. 29

93

After Senior practice teaching
period, Apr. 29 - June 13

92

Summer Session

Chapin Hall
Russ Hall

14
14

See Conference page for extra people living in Chapin and
Russ at various times.

College Staff Living in the Women's Dormitories

Chapin Hall

Mrs. Hibbs - Housemother

Mrs. Meade - Relief Housemother for Chapin and Russ and
Head of the Laundry.

Miss Blaney - Assistant Nurse

Two housemaids, one houseman, one kitchen man

Russ Hall

Mrs. Maxwell - Housemother

Miss Weber - Head Nurse

Miss Schwab - Assistant Nurse

Kitchen men

EXHIBIT

Exhibits in the House's Investigation
1955 - 1956

Exhibits

First Session

Chairman's Bill
House Bill

24
25

Second Session

Chairman's Bill

During House's previous session
period, Jan. 29 - Jan. 30
After House's previous session
period, Jan. 31 - Jan. 1

26
27

Chairman's Bill

During House's previous session
period, Jan. 31 - Jan. 1
After House's previous session
period, Jan. 2 - Jan. 3

28
29

Third Session

Chairman's Bill
House Bill

30
31

The Committee on the House's Bill in the House
and at various times.

Chairman's Bill in the House's Investigation

Chairman's Bill

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House Bill

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Russ Hall Dining Room

Dormitory staff, women students of Chapin and Russ Halls, men students of Robert Hall, off-campus men and women, and graduate students have meals in the Russ Hall dining room.

Resident students having three meals a day:

	<u>Students</u>
First Semester	247
Second Semester	
During Practice Teaching period	191
After Practice Teaching period	231

Off - campus students having either breakfast or dinner or both:

First Semester	Breakfast	3
	Dinner	20
Second Semester		
During Practice Teaching period	Breakfast	0
	Dinner	19
After Practice Teaching period	Breakfast	1
	Dinner	20

Graduate Students having dinner

First Semester	15
Second Semester	9

Lunch Tickets

Due to the fact that quite a few dormitory students have classes at 11:30 and 12:30 which makes it impossible for them to have lunch in the dormitory dining room, it is necessary to issue lunch tickets to them. Each ticket allows them to obtain 50¢ worth of lunch in the cafeteria.

	<u>Approximate number of students needing tickets</u>	<u>Approximate number of tickets issued</u>
First Semester	38	1062
Second Semester		
During Sr. Practice Teaching period	24	480
After Sr. Practice Teaching period	30	420
		<u>420</u>
	Total	1962

Waitresses

All of the serving in the Russ dining room was done by 64 waitresses. During 1950-1951, for the first time, all waitresses worked full time which includes one meal a day and six weekends a year. Inasmuch as there were not enough waitresses during the second semester 12 served two meals per day.

Table 1011 - (Continued)

For the year 1955, the number of students in each of the following categories is shown in the following table. The number of students in each category is shown in the following table.

Students attending during the year 1955

Category	Number of students
First semester	101
Second semester	101
During the year 1955	101
After the year 1955	101
Total	101
First semester	101
Second semester	101
During the year 1955	101
After the year 1955	101
Total	101
First semester	101
Second semester	101
During the year 1955	101
After the year 1955	101
Total	101

Students attending during the year 1955

Table 1012

The following table shows the number of students in each of the following categories for the year 1955. The number of students in each category is shown in the following table.

Category	Number of students
First semester	101
Second semester	101
During the year 1955	101
After the year 1955	101
Total	101
First semester	101
Second semester	101
During the year 1955	101
After the year 1955	101
Total	101

Table 1013

The following table shows the number of students in each of the following categories for the year 1955. The number of students in each category is shown in the following table.

Late Leave

All girls of Chapin and Russ Halls who had permission to be out after closing hours of the dormitories were admitted by students selected by the Interdormitory Councils. They received time credit on their room and board.

Number admitted late:

Personal reasons	270
College trips	305
Total	<u>575</u>

Dormitories

After many hours of consultation, the Interdormitory Council of Chapin and Edward Russ with Dr. Sprague's and my approval revised the regulations concerning nights out and penalties. A description of the new system is attached.

Table 1

All data of the first and second years of the study were analyzed by the method of least squares. The results of the analysis are given in Table 1. The results of the analysis of the first year of the study are given in Table 1a and the results of the analysis of the second year of the study are given in Table 1b.

Table 1a

Table 1b

Table 1c

Table 2

The results of the analysis of the first year of the study are given in Table 2a and the results of the analysis of the second year of the study are given in Table 2b. The results of the analysis of the first year of the study are given in Table 2a and the results of the analysis of the second year of the study are given in Table 2b.

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Dormitory Hours and Penalties

I. Hours (No change in hours Friday, Saturday, and Sunday)

A. Regular Passing Students

1. Seniors, 4-10:30's per week equaling 72 per semester
2. Juniors, 4-10:30's per week equaling 72 per semester
3. Sophomores, 9:00 leave each night, 40-10:30's per semester
4. Freshmen, 8:00 leave each night, 40-10:30's per semester
5. 10:30's not used in First Semester carry over to Second Semester.

B. Below Average Students

1. Sophomores, 9:00 leave each night, 25-10:30's per semester
2. Freshmen, 8:00 leave each night, 25-10:30's per semester
3. Average will be determined on cumulative semester grades to date.
4. There would be no below average Freshmen the first semester.
5. 10:30's not used in First Semester do not carry over to Second Semester.

II. Procedure of Signing Out

A. Juniors and Seniors

1. As in the past

B. Sophomores

1. If using 9:00 privilege, will sign out on sheet headed "Sophomores".
2. If taking 10:30 privilege, will sign out on sheet headed "10:30".
3. If while out a girl decides to take 10:30, she may switch her name to "10:30" sheet upon coming in.
4. Will sign in at the exact time of arrival.

C. Freshmen

1. If using 8:00 privilege, will sign out on sheet headed "Freshmen".
2. If taking 10:30 privilege, will sign out on sheet headed "10:30".
3. As above.
4. As above.

D. A card will be filed in the office for each girl showing the number of privileges she is allowed and those she has taken.

1. These will be recorded by the Dorm Chairman on the following day.
2. Only Chairman will handle cards.

E. 8:00 and 9:00 sign-out sheets will be collected by the housemother at 8:00 and 9:00 respectively.

Dormitory Hours and Penalties (Continued)

III. Latenesses

A. Freshmen and Sophomores

1. First Offense
 - a. 1-5 minutes, minus one 10:30
 - 5-10 minutes, minus two 10:30's
 - etc.
2. Second Offense
 - a. Regular campus as in "1." plus an additional 10:30.
3. Third Offense
 - a. Regular campus as in "1." plus an additional two 10:30's
 - etc.

B. Juniors and Seniors

1. First Offense
 - a. 1-5 minutes, campus from 8:00 on for the following night.
 - b. 5-10 minutes, campus from 8:00 on for the following two nights, etc.
2. Second Offense
 - a. Regular campus as in "1." plus an additional night from 8:00 on, etc. as above.
3. Will not have to take the following night if it falls on Friday, Saturday, or Sunday or if there has been an outlay of money. The house chairman must give permission for any postponement of penalty for outlay of money.

C. If in any case a girl wishes to appear before Dorm Council for appeal, she may.

D. Procedure

1. Freshmen and Sophomores
 - a. Must report to Dorm Chairman and Housemother by following noon
 - b. Dorm Chairman will strike off on the girl's card the number of privileges the girl has lost during that same day unless the girl is appearing before Council. In that case, she will do so immediately after the Council makes a decision.
 - c. A record will be kept on the back of a girl's card as to how often she has been late.
 - d. Each girl will start with a clean slate each year.
2. Seniors and Juniors
 - a. Will report to Dorm Chairman and Housemother by following noon.
 - b. Chairman will keep a record of the girl, her offense, and campus, and will notify the housemother of the girl's campus.
 - c. Clean slate each year.

E. Article V, Section I, "To be placed on a petition, the candidate must have maintained a 2.125 scholastic average" should read "a 2. average." "Each petition must contain the names, etc." changed to read "Each petition for the Chapin Council must contain the names of twenty girls who will reside in Chapin the following semester. Each petition for the Russ Council must contain the names of ten girls who will reside in Russ Hall

III. Balance Sheet

A. Assets

1. Cash and Cash Equivalents
2. Accounts Receivable
3. Inventory
4. Prepaid Expenses
5. Other Assets

B. Liabilities

1. Accounts Payable
2. Short-Term Debt
3. Long-Term Debt
4. Other Liabilities

C. Equity

1. Common Stock
2. Retained Earnings
3. Other Equity

D. Total Assets

E. Total Liabilities and Equity

1. Total Assets
2. Total Liabilities and Equity

3. Total Assets
4. Total Liabilities and Equity

F. Total Assets

1. Total Assets
2. Total Liabilities and Equity

3. Total Assets
4. Total Liabilities and Equity

5. Total Assets
6. Total Liabilities and Equity

7. Total Assets
8. Total Liabilities and Equity

G. Total Assets

H. Total Liabilities and Equity

I. Total Assets

1. Total Assets
2. Total Liabilities and Equity

3. Total Assets
4. Total Liabilities and Equity

5. Total Assets
6. Total Liabilities and Equity

7. Total Assets
8. Total Liabilities and Equity

9. Total Assets
10. Total Liabilities and Equity

11. Total Assets
12. Total Liabilities and Equity

13. Total Assets
14. Total Liabilities and Equity

15. Total Assets
16. Total Liabilities and Equity

17. Total Assets
18. Total Liabilities and Equity

19. Total Assets
20. Total Liabilities and Equity

21. Total Assets
22. Total Liabilities and Equity

23. Total Assets
24. Total Liabilities and Equity

SUMMARY

Again, as in the past, the Student Government Association Executive Board deserves, I believe, special mention for its activities and definite accomplishments. There was a fine spirit of cooperation between the Board and the Administration which, I feel, should be strongly encouraged and strengthened in future years.

It undertook and carried through a complete revision of club charters which resulted in the dropping of several obsolete inactive clubs and the changing of some charters so that the regulations of the active clubs would be in accordance with the principles of the Student Government Association. As a result of this project, all constitutions of active clubs are now, for the first time, in the S.G.A. file. This action should prove invaluable for future boards. Three new groups were chartered during the year.

The Snack Bar, which was approved last year was opened in September 1950 and contributed much enjoyment to both graduate and undergraduate students. Activated by the S.G.A., it was supervised by a graduate student, serviced by undergraduates, and advised by the head of the Food Service Department.

A new Recreation Committee composed of members of Chapin, Russ, and Robert Halls as well as several commuters was formed and did an excellent job. It planned for and opened the recreation building at least one night every weekend during which there was no all-college activity on campus. Various clubs assumed responsibility for entertainment and refreshments were sold at cost. Judging from the number participating each night and from comments, it proved a well worthwhile undertaking and one which should be continued.

A Ring Committee was also formed to decide on a new college ring and to make arrangements for the procuring of it for the present Sophomore, Junior, and Senior classes.

These and many other actions of the S.G.A. Board of 1950-1951 prove what a wide awake student group with a sincere desire for improvement and with a friendly spirit can accomplish.

One of the major changes during the year 1950-1951 was the revision of the Chapin-Russ hour and penalty system. In the past the Freshmen and Sophomores have been allowed to be out until 10:30 only on Wednesdays during the week--Mondays through Fridays. Other nights they were due in at 8:00 p.m. except in case of special meetings, or College activities. Also if any girl came in late for any reason, she appeared before the Interdormitory Council. After a great deal of work by the members of the Council, discussions with the housemothers, and the Dean of Women and approved by the College President, a decided change

It is to be noted that the above information was obtained from a source who has been reliable in the past. It is to be noted that the above information was obtained from a source who has been reliable in the past.

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SUMMARY

(Continued)

was made, proposed to all Russ and Chapin girls, passed by them and will go into effect in September 1951. According to the new plan, Freshmen girls will be due in at 8:00 p.m. Mondays through Thursdays, Sophomores at 9:00 p.m. and Juniors and Seniors at 10:30 p.m. Each Freshman and Sophomore, according to her class and her scholastic standing, will be entitled to a certain number of 10:30 leaves to be taken at her own discretion. All girls, Freshmen through Seniors, instead of automatically appearing before the Council for lateness will be under an automatic campus system which will be subject to appeal to the Council, the house-mother and the Dean of Women. I believe that this action is a definite step forward in self-control and self-discipline.

Due to the fact that a new piano was put into Chapin Hall last fall it was possible during the past year to schedule student and graduation recitals in both Chapin and Russ Halls. This greatly alleviated the overcrowded Russ Hall living room music schedule and distributed the concerts evenly between the two buildings.

On the whole, I believe that the year 1950-1951 was successful in its activities program, both club and social, that some definite improvements were made and that it is possible to look forward to other accomplishments in the future.

Respectfully submitted,

Margaret A. Sherwin

Margaret A. Sherwin
Dean of Women

REPORT OF THE CHAIRMAN OF THE GRADUATE COMMITTEE 1950-51

1. Developments and Trends

a. Graduate Bulletin

The largest single project for the year was the new bulletin of the Graduate Division for 1951-53.

The general lay-out of the new bulletin is much the same as the previous one, but there have been some changes which bring it up to date. The section on General Information has been made more useful to the student by addition of clear statements respecting Student Teaching and Student Load, and by somewhat modified and detailed steps in the process of matriculation. The graduate student will find the informational sections preceding the listing of offerings in Business Education, English, Integration and Science more detailed and considerably more helpful than similar materials in the previous bulletin.

The new bulletin contains 113 pages of printed matter as compared with the previous one which had 85 pages. The increase has come mainly through expansion in the sections devoted to a listing of courses in the following departments: English, Science and Social Studies.

b. Curtailment of budget for the Part-Time division for the year 1951-52.

As our Graduate Division grows in numbers of students and in offerings at the graduate level, there would seem to be good grounds for expecting an increase in its budget rather than the cut as announced by Dr.

Partridge at the Graduate Committee meeting on May 9, 1951. As explained at the meeting on May 9, the College now has no Excess Receipts on which to draw and so must contrive to live within the budget of \$18,000 which has been set up for the coming year.

1. Introduction and Purpose

2. Background Information

The purpose of this document is to provide a comprehensive overview of the project and its objectives.

3. Objectives and Scope

The primary objective of this project is to develop a system that can effectively manage and analyze large volumes of data.

This document will describe the system's architecture, its components, and its functionality. It will also discuss the project's timeline, resources, and risks. The document is intended for use by project stakeholders and will be updated as the project progresses.

The system will be developed using the following technologies:

1. Java: The primary programming language used for the system's development.

4. System Architecture

The system is designed to be modular and scalable, allowing for future expansion and integration with other systems.

The system's architecture is based on a client-server model, where clients interact with a central server to access and manipulate data.

The system is designed to be secure and reliable, with built-in mechanisms for data backup and recovery.

This document is a work in progress and is subject to change. It is intended to provide a high-level overview of the project and its objectives.

Dr. Partridge listed a number of alternatives to achieve this reduction in expenses, other than simply to cut the offerings by one-fourth. They were taken by Dr. Partridge into a discussion with Dr. Morrison and subsequently on May 15, 1951, Dr. Partridge set down program deletions as follows:

1. All elementary education courses intended for elementary certification.
2. New courses where such appear as recent additions to the established offerings of a given department, and where such deletions do not seem to hamper seriously the A.M. degree program of that department.
3. Offerings in departments where there are no graduate majors with the exception of geography which is definitely related to the social studies major.
4. Certain eliminations had already been made on some Integration courses. Integration 500F - Community School Relations, for example, had been reduced from a two semester to a one semester offering.

c. A third Integration Major

For some time, the Graduate Committee has had before it the problem of a major in Integration which might better meet the needs of those who plan to go on as classroom teachers than does either of the majors now offered in that department. Dr. Fraser has indicated a need for it and there has been general agreement that it would relieve the pressure on the fields of Administration and Supervision and Personnel and Guidance into which a number of candidates now go for whom these are not really suitable fields. Details of such a major are still to be worked out by Dr. Fraser and his staff.

d. The required course in Residence, Int. 503 and other general requirements.

A sub committee report based on a meeting held on November 17, 1950 was presented and discussed at a Graduate Committee meeting on December 12,

The Committee found a number of allegations to be true and
others to be untrue. After due regard to the evidence in each case,
they were found to be true or untrue. The Committee found it necessary
to report on the 12th, 1951, the Committee and the House of Commons as
follows:

1. All statements made by the Committee are true.
2. The Committee found that the evidence in each case was
to the satisfaction of a fair-minded person and that the
Committee was justified in its conclusions.
3. The Committee found that the evidence in each case was
to the satisfaction of a fair-minded person and that the
Committee was justified in its conclusions.
4. The Committee found that the evidence in each case was
to the satisfaction of a fair-minded person and that the
Committee was justified in its conclusions.

2. A third investigation report

The next day, the Committee reported to the House of Commons
at a meeting in the House of Commons. The Committee found that
the evidence in each case was to the satisfaction of a fair-minded
person and that the Committee was justified in its conclusions.
The Committee found that the evidence in each case was to the
satisfaction of a fair-minded person and that the Committee was
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satisfaction of a fair-minded person and that the Committee was
justified in its conclusions.

3. The Committee's conclusions in each case

The Committee found that the evidence in each case was to the
satisfaction of a fair-minded person and that the Committee was
justified in its conclusions. The Committee found that the
evidence in each case was to the satisfaction of a fair-minded
person and that the Committee was justified in its conclusions.

1950. The sub committee report dealt with Int. 503 and made the following suggestions:

1. That we continue Integration 503 as a required course.
2. That Mr. Jackson continue to be the principal teacher and coordinator for the course.
3. That Mr. Jackson deal with the whole group on materials fundamental to research in the field of education during the early meetings of the course.
4. That in order to integrate and coordinate the needs of subject matter majors in the course with their own departmental interests, the group be divided into sections with a subject matter teacher to guide and direct research problems in each section.
5. That research reports be carefully and systematically worked out and that some of the problems developed in the course might later work into thesis projects.
6. That an evaluation of such a course be based on the student's research papers as well as tests on a good basic text.
7. That a more suitable text needs to be found.

That report also dealt with some possibilities of courses in some of the major subject matter fields which might be open to Integration majors and also with possible courses which might take the place of Integration courses now a part of the requirement of all graduate students.

The recommendations of the Graduate Committee were that Int. 503 be continued with incorporation of recommendations of the subcommittee and that Math 400 be a prerequisite. The new Graduate Bulletin now indicates that Math 400 is a prerequisite to Int. 503.

e. Seminars, Workshops, Institutes, Practicums.

There has been increased interest on the part of the Graduate Committee in defining courses under these headings. Definitions were worked out and incorporated in the minutes of the Graduate Committee for April 12, 1951. They are as follows:

1. That the Commission on the Status of Women is a permanent body.

2. That the Commission on the Status of Women is a permanent body.

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20. That the Commission on the Status of Women is a permanent body.

Practicum: A course in practical professional experience that aims at closely relating theory to practice. The student is given increasing responsibility and freedom, but is held for results on a professional level.

Seminar: A course designed primarily to aid graduate students in conducting advanced projects of a research character by means of individual conferences and small group meetings often involving specialized staff and resource persons.

Workshop: A course arrangement whereby a wealth of special facilities, source materials, and specialized personnel is provided for group and individual study. A workshop is organized to assist experienced teachers with problems that are of special concern. It presumably concludes with a group contribution which can be published and distributed to other members of the profession.

Institute: A course arrangement consisting of a series of lectures or presentations given during a concentrated period of time (usually one week or two weeks), all having to do with a central theme; and this may include panel discussions.

Dr. Robert H. Morrison, Assistant Commissioner for Higher Education, spoke to a combined meeting of the Graduate Committee and heads of departments on June 5. He stressed the need of courses of the type indicated here and felt that we should try to develop more of them at Montclair rather than to expand our program by way of adding more two semester hour courses.

In this same connection Dr. Morrison is eager to have Montclair require attendance at more than one summer session or ask a full semester's residence. He feels that the more intensive courses such as seminar and workshop must require full-time attendance and application on the part of the student. Decision as to how to handle these suggestions is pending and Dr. Morrison has asked for another opportunity to meet with us early in the Fall of 1951.

2. Special Features and Accomplishments

a. United Nations Institute

The first United Nations Institute at Montclair State Teachers College was held from July 9 through 20, 1951. It was under the direction of Mrs. Elvira Frackin with Walter Kops as assistant director and was sponsored by

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1. General Remarks and Conclusions

1.1. General Remarks

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many prominent citizens of Montclair and New Jersey. It was well attended; the program was of very high quality; the college has made a new mark for itself in the community. Many of us hope that it may be repeated.

b. The Citizenship Workshop

Dr. Frank Clayton organized and led the first workshop of this kind to be held at Montclair. It ran from June 25 through July 7 and from all accounts was a very successful venture. This is a very timely and worthwhile venture and should have more interest and support.

c. Statistical materials

(1) Master of Arts degrees granted in 1951 - 129

(2) Newly matriculated students from September 1950 to August 1951 - 162

(3) Students now matriculated (by department)

Administration & Supervision	141	
Business Education	45	
English	89	
Language	1	
Mathematics	50	
Personnel & Guidance	109	
Science	51	
Social Studies	120	Total - 606

(4) Colleges from which graduate students now matriculated received their B.A. degree, with the number of students from each:

A & T College, Greensboro, N.C.	1
Alfred University.....	1
Barnard College.....	3
Bennett College.....	1
Bethany College.....	1
Bloomfield College.....	3
Bob Jones University.....	1
Boston University.....	3
Brown University.....	2
Calvin College.....	1
Catholic University.....	1
Cedar Crest College.....	1
Colby College	3
Colgate University	1
College of St. Elizabeth	12
College of the City of New York	1
Columbia University	1
Cooper Union	1
Cornell University	1

Dana College of the University of Newark.....	1
Dickinson College	1
Drew University	10
Duke University	3
East Stroudsburg State Teachers College	3
Eastern Kentucky State Teachers College	1
Emmanuel College	1
Fordham University	2
Franklin & Marshall College	2
Georgetown University	1
Georgian Court College	1
Goucher College	2
Grove City College	2
Guilford College	1
Hampton Institute	1
Holy Cross College	1
Hope College	1
Howard University	1
Hunter College	1
Kutztown State Teachers College	1
Lafayette College	3
Lehigh University	1
Limestone College	1
Muhlenberg College	3
New Jersey College for Women	4
New York University	16
Notre Dame University	1
Oberlin College	2
Ohio Wesleyan University	1
Ouachita College	1
Panzer College	9
Pennsylvania State College	2
Pratt Institute	1
Rider College	7
Russell Sage College	1
Rutgers University	15
St. Bonaventure College	1
St. John's University	1
St. Lawrence University	2
St. Peter's College	5
Seton Hall College	14
Smith College	1
Springfield College	4
State Teachers College at Glassboro	1
State Teachers College at Jersey City	5
State Teachers College at Montclair	324
State Teachers College at Newark	17
State Teachers College at Paterson	34
State Teachers College at Trenton	8
Swarthmore College	2
Syracuse University	6
Teachers College, Columbia University	1
Temple University	1
Tufts College	1
Tusculum College	3

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University of Alabama	2
University of Florida	1
University of Illinois	1
University of Maine	1
University of Michigan	1
University of North Carolina	1
University of Pennsylvania	2
University of Wisconsin	1
Upsala College	10
Vassar College	3
Washington & Lee University	1
Wesleyan University, Connecticut	2
West Chester State Teachers College	1
Wheaton College	2
Woman's College of the University of No. Carolina	1
Xavier University	1

d. Number of candidates whose applications are pending - 125

A check has been made in each semester to see that candidates do not exceed the maximum of eight semester hours of work before matriculation.

Our pending file has been completely checked over during the summer session of 1951. Several folders have been dismantled because the candidate has taken no further steps in the past two years and we have not heard from him. Others have voluntarily withdrawn and some have been asked to withdraw because of poor records. The following is a tabulation of candidates whose applications are now pending. (by department)

Administration and Supervision	45
Business Education	16
English	10
Mathematics	6
Personnel and Guidance	15
Science	14
Social Studies	19

Needs and Recommendations:

Many of these have been discussed in Graduate Committee meetings during the past year.

1. Need for survey courses in subject matter departments to accommodate graduate students who do not have major preparation in such departments and so may lack background. The Graduate Committee recommended, in the summer of 1950, that graduate students be required to take eight semester hours in sub-

ject matter fields, and in the case of a subject supervisor, that the work must be taken in the subject matter which the certificate will cover. No administrative action has been taken on this.

2. A third Integration degree should be set up, primarily to accommodate those who will be classroom teachers.

3. The question of seminars in Administration and Supervision and Personnel and Guidance has been discussed. Such work would be most valuable if it could be arranged to include an internship.

4. A follow up study of majors in Administration and Supervision and Personnel and Guidance is needed to find out how many are now functioning as administrators or guidance officials. We should carry this through during the coming year.

5. To work out an agreement on the requirement of residence - summer session or the regular year. The Graduate Committee has again voted for a requirement of one summer session.

6. To think through our graduate courses with a view to making them meet the needs of genuine graduate-level instruction.

7. To work out our graduate offerings so that they may be counted a regular part of an instructor's teaching load.

8. Should candidates not be matriculated for the Master of Arts degree until they have met certification requirements? This would be in line with the latest pronouncements coming from the A.A.C.T.E.

9. A check of our new graduate bulletin indicates that we should include much more precise and exact statements about admissions and admission procedures than we now do. Nowhere do we now state the time at which applications and transcripts of previous work must be in the Graduate Office in order to permit the student to register for a particular semester. We should clearly indicate the dates up to which applications and transcripts will be accepted for each semester and the summer session.

that some things, and in the case of a subject government, that the most
be taken in the subject matter which the government will cover. The subject-
matter which has been taken in this
2. A third investigation should be set up, primarily to determine
those who will be directly involved.
3. The question of whether to investigate and determine and determine
and determine the same question. But with some it may be that it is not
be arranged to be done as follows:
4. A follow up study of matters of investigation and determine and de-
termine and determine as to the fact that the new Commission is to
investigate or determine matters. It would carry this through during the
coming year.
5. To set out an agreement on the treatment of business - some way
also on the regular part. The business Committee has been asked for a response
and of the same matter.
6. To take through the business Committee with a view to making them more
the matter of business Committee investigation.
7. To set out the business Committee as they may be needed a rep-
resentative of the business Committee.
8. Should be decided not to be investigated for the matter of the same
matter they have not been investigated. This would be in line with
the latest recommendations made for the A.I.C.I.
9. I think it is not a business Committee investigation that we should include
also some private and some government and some business and some government
that we are not. However, as we have the time at which government and
government of private and some of the business Committee members in general
the subject to investigate for a business Committee. It should clearly be
the basis of the whole investigation and government will be determined the same
business and the same matter.

If we are to hold candidates to an average of B for undergraduate work for the bachelor's degree, that should be set down in our bulletin. I am convinced that a clearer statement would be of much assistance to me and to our candidates. I have become increasingly aware that certain students whose records may be very sketchy have, in a sense, entered our program by the back door. I feel that all should begin through proper records and interview by way of the Graduate Office.

10. Physical needs:

- a. A repaint job
- b. A couple of occasional chairs
- c. A rug on our floor
- d. Rearrangement of telephone so that it can be reached from my desk and my secretary's desk.

11. Time for the Graduate Program.

I think the Chairman of the Graduate Committee should not have more than six semester hours of undergraduate teaching. The teaching load, plus responsibility for the psychology courses and service to students in those courses, has meant an overload during the past two years.

ANNUAL REPORT OF THE SUMMER, PART-TIME, and EXTENSION DIVISION - - June 30, 1951

The year beginning July 1, 1950 and ending June 30, 1951 was notable in the Division for the continued increase in the total number of students in attendance, but was marked also by the decline in the number of Veterans enrolled. This must inevitably lead to a decline in the total attendance also, since many of the non-veterans who might be expected to take their places are now being drafted into service.

It is interesting to note the gross yearly totals of students in attendance in this Division of the College in the years before, during, and since the war, and in connection with them the number of Veterans in attendance during the past five years.

<u>YEAR</u>	<u>GROSS YEARLY TOTALS</u>	<u>VETERANS IN ATTENDANCE</u>
1927-38	1596	
1938-39	1721	
1939-40	1852	Pre-war Peak
1940-41	1597	
1941-42	1323	
1942-43	932	
1943-44	621	War Nadir
1944-45	716	
1945-46	898	
1946-47	1277	227
1947-48	1333	318
1948-49	1388	412
1949-50	1748	606 Peak of Veterans
1950-51	2009	572 Post-war Peak

The peak reached before the war is lower than the post-war peak. At that time, it was the mature student, attempting to obtain a higher certificate or degree, who filled the classes. Since the war, it has been the young Veteran, trying to use up the total amount allowed him under the G. I. Bill before his time ran out, who has raised the attendance to a new high level.

Most of the Veterans returning to College after the war entered the undergraduate division, and later moved on into the graduate division. Thus the peak of the enrollment of Veterans in the graduate division would not coincide with that of the undergraduate division. Likewise, there will still be Veterans in the graduate division (Summer, Part-Time and Extension) after there are none remaining in the undergraduate college.

It is interesting also, to compare the attendance in the different sessions from one year to the next:

<u>SUMMER SESSIONS</u>	<u>Montclair Polls</u>	<u>China Institute</u>	<u>School of Conservation</u>	<u>Total</u>
1949	516	100	24	640
1950	643	145	75	863
<u>FALL SEMESTERS</u>		<u>SPRING SEMESTERS</u>	<u>Montclair Polls</u>	
1949	591	1950	641	
1950	595	1951	540	

(2)

The above figures indicate that, beginning with the spring of 1951, we have already started on the trend toward a lower yearly enrollment.

Attached to this report are detailed statistical studies for the summer of 1950, the fall of 1950, and the spring of 1951.

The past year has brought to fruition the efforts in several directions to make the graduate student at Montclair feel welcome and contented.

The operation of the Snack Bar has been a great boon, many graduate students stopping for coffee on their way to an afternoon class as well as afterwards for a light supper between classes. This has been especially convenient for the student in bad weather.

The installation of fluorescent lighting in all the classrooms has been a source of satisfaction to both student and professor, as well as making it possible for me to assign a class to any room in the building with the sure knowledge that the lighting would be adequate on a dark afternoon and during the evening.

Provision for a reception to the students about to receive their Master's degree was a happy inauguration of what I hope will become a yearly event.

Our system of advance registration in the College Library is now working very smoothly. The students who take advantage of this opportunity find, in one room, their advisers, the registrar of the Division, personnel from the Business Office, and their Class Admission Cards. The Veteran's Counselor is just across the hall, in order to divide the group from those paying tuition fees. The whole process, to the student who comes during the announced hours for registration, is so speedy that we receive many compliments from them upon the brevity of the time it takes to enroll and pick up the Class Admission Cards.

Unfortunately, we still have a large number of students who enroll late, thus depriving themselves of this easy registration procedure. In the fall of 1950, the close of the first day of registration found only 261 enrolled, and the close of the second day, only 448, although the final total enrollment was 591. Thus, 153 students enrolled during the three weeks period following the scheduled registration days. In the spring of 1951, only 275 students enrolled the first day, and only 457 by the end of the second. The final total was 540, of whom 93 registered late.

Not only do such students incur the late service charge of \$1.00, but they, of necessity, have to carry their registration papers from the Registrar's office to their adviser's, then back to the Registrar's office for her to check and initial, and then either to the Business Office or the Veteran's Counselor before returning to me for their Class Admission Cards. In addition, these late students often find it necessary to return a second time, for the following reason: the adviser or the Veteran's Counselor cannot be found. Obviously, the student cannot expect to walk in at any hour and be sure to find any and all professors at their desks.

In a desire to be of service to the student in the absence of the person charged with the responsibility of assisting him, others have taken it upon themselves to act in the place of these officials. On his return to his desk, the Veterans' Counselor has found that Veterans' papers have been filled in and his Auditing stamp used on the registration form of a student without the Counselor's knowledge. In one instance, he found the Letter of Eligibility lying on a desk in the Business Office.

Similarly, the secretary to an adviser has signed for her superior. This

The House of Representatives has passed a bill (H.R. 100) which would amend the Internal Revenue Code to provide for a new tax on the sale of certain types of property.

The bill was passed by a vote of 241 to 187. It is now in the Senate, where it is expected to be passed in the near future.

The bill would impose a tax of 10 percent on the sale of certain types of property, including real estate, personal property, and certain types of business property.

The bill is expected to be passed by the Senate in the near future. It is expected that the bill will be passed by a vote of 70 to 30.

The bill is expected to be passed by the House in the near future. It is expected that the bill will be passed by a vote of 241 to 187.

The bill is expected to be passed by the President in the near future. It is expected that the President will sign the bill into law.

The bill is expected to be passed by the Congress in the near future. It is expected that the Congress will pass the bill in the near future.

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The bill is expected to be passed by the Congress in the near future. It is expected that the Congress will pass the bill in the near future.

The bill is expected to be passed by the President in the near future. It is expected that the President will sign the bill into law.

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signature is not a mere formality, but is an indication that the official concerned approves the entry of the particular student into the course or courses listed on the registration form. It serves to obviate the later withdrawal of a student from a course for which he should not have enrolled. Likewise, the signature of the Dean of Instruction to cover a special permission is an indication of his opinion that special circumstances warrant that permission.

Both the Director of Admissions, Mr. Jackson, and I feel that these late students should be seen personally by their advisers, just as do those who enroll on time in the College Library. Veterans need to see their Counselor. Students seeking special permissions need to see the Dean in person.

It would seem, therefore, that we should confine late registrations to hours when we know that these officials will be available, and so announce it in advance.

Possibly an increase in the amount of the late service charge would spur some students to enroll on time. Certainly it seems a pity that so many students each semester should be absent from the first and often from the second meeting of their classes. It might help if we could find it possible to start the fall and spring terms a little later, thus giving teachers more time in which to get their own work well under way before coming to enroll at College. This would also allow more time for Dr. Ingebritsen and Departmental advisers to confer with students in advance of registration. However, if we must continue to have sixteen class meetings, we cannot begin any later than we now do.

The publication of the complete Bulletin of the Graduate Division is a source of satisfaction to all concerned. Not only does it contain the course descriptions, but complete information that cannot be included in either the Summer Session Bulletin or the Announcement of the Fall-Spring semesters.

All Departments, other than the Foreign Language Department, have continued to offer work to graduate students. There have been no special efforts made recently to bring back to the College for further work the men and women who have been graduated by the Foreign Language Department during the past twenty years. By this time, the ideas of this College as to the methods of teaching a foreign language must have made their mark upon the high schools of New Jersey, but it would be natural for these former students of Montclair to want to pursue further work in their special fields. Some of these students will undoubtedly go abroad from time to time. Others will not find it possible to do so or would not care to run the risk of being caught overseas in the event of another war. It would seem, therefore, as though there should be an interest in the College concerning recent changes in, for example, France, economically, socially, and politically. Special effort could be made to advertise this course directly to the students most interested; our graduates in French. If offered in the fall of 1952, there would be ample time for the members of the department to prepare the material for such a course.

A field trip into Mexico should be of general interest as well as of interest to our graduates in Spanish. I hope that time may be found for Mr. Bye to prepare for and carry out such a trip in the next few years. Later, when conditions warrant it, a supervised trip through France and Spain could be arranged.

Respectfully submitted,

Elizabeth S. Favor

Elizabeth S. Favor

FINAL REPORT OF THE SUMMER SESSION OF 1950 GRADUATE DIVISION

INDIVIDUALS Men: 422 Women: 452 Total: 874

From the Following Polls:

MONTCLAIR POLLS-----	Men: 386	Women: 257	Total: 643
China Institute Polls-----	" 8	" 137	" 145
School of Conservation Polls	" 19	" 56	" 75
Marx Memorial Camp Polls---	" 9	" 2	" 11
Totals	422	452	874

The MONTCLAIR POLLS included the following:

	<u>Men</u>	<u>Women</u>	<u>Total</u>
Veterans:	235	5	240
Non-Veterans:	151	252	403
Totals	<u>386</u>	<u>257</u>	<u>643</u>
Graduates	294	198	492
Undergraduates	92	59	151*
Totals	<u>386</u>	<u>257</u>	<u>643</u>

*108 of these were regularly matriculated Montclair undergraduates as compared with 308 in 1949 and 453 in attendance in 1948.
(See Registrar's reports on Accelerated Program)

REGISTRATIONS IN CLASSES

MONTCLAIR CLASSES

Total Registrations in Classes of the Regular Summer Session:	1723
Total Registrations in Field Trip courses:	45
Total Registrations in Driver Education:	45
Total----	<u>1813</u>

Total Registrations in CHINA INSTITUTE CLASSES:	145
Total Registrations in SCHOOL OF CONSERVATION CLASSES:	136
Total Registrations in MARX MEMORIAL CAMP CLASS:	11
Grand Total	<u>2105</u>

COURSES OF THE SUMMER

MONTCLAIR COURSES

Announced in Bulletin-----	81
Discontinued -----	6
Given-----	75, but 2 were split into 2 sections
Total Number Montclair Classes-----	77
Total Number Registrations in these 77 classes (see above):	1813
Average number registrations per class:	23.5

Total Number Individuals enrolled in Montclair classes (see above): 643
Average number registrations per individual student: 2.8

Report is continued on page 2

Prepared by Elizabeth S. Favor January 5, 1951

MONTCLAIR POLLS - Further Data from:

VETERANS TOTAL: 240

<u>Graduates</u>		<u>Undergraduates</u>	
Men: 194	Women: 5	Men: 41	Women: 0

NON-VETERANS TOTAL: 403

<u>Graduates</u>		<u>Undergraduates</u>	
Men: 100	Women: 193	Men: 51	Women: 59

NUMBER OF SEMESTER HOURS CARRIED BY THESE STUDENTS

Number Students Taking		Semester- Hours		Total Semester-Hours
6	X	$\frac{1}{2}$	equals	3
1	X	1	"	1
51	X	2	"	102
38	X	3	"	114
66	X	4	"	264
12	X	5	"	60
215	X	6	"	1290
31	X	7	"	217
191	X	8	"	1528
5	X	9	"	45
24	X	10	"	240
3	X	11	"	33
Total Students -- 643		Total S. H. -----		3897

Average number S.H. per Montclair Student: 6.6

MINA INSTITUTE POLLS	145	X	3	"	435
OBSERVATION SCHOOL POLLS	54	X	2	"	108
" " "	17	X	4	"	68
" " "	4	X	6	"	24
APKS MEMORIAL CAMP POLLS	11	X	2	"	22
Grand Total of Semester-Hours -----					4554

Dividing 4554 by 16 (the normal semester-hours load per semester) gives 284 for the weighted full-time enrollment figure for the summer.

FINAL REPORT OF THE FALL 1950 SEMESTER: PART-TIME AND EXTENSION DIVISION

Individual Students Enrolled: 595

Men: 322 Women: 273

Breakdown of Individuals

Part-Time Students - Men:	258	Women:	189	Total:	447
Daytime Students - Men:	60	Women:	18	Total:	78
Extension Students - Men:	4	Women:	66	Total:	70

A Part-Time Student takes work in the Part-Time Division and possibly also in the off-campus, or Extension Division.

A Daytime Student is one that has been admitted to the daytime classes of the College; he may also be taking courses in the Part-Time Division.

An Extension student takes work exclusively off-campus.

VETERANS WORKING UNDER THE G. I. BILL

Men: 158 Women: 4 Total: 162

Detailed Studies of All Students Enrolled

Total Men: 322

Total Women: 273

Men Veterans: 158
Men Non-Veterans: 164

Veterans Women: 4
Non-Veterans Women: 269

Men Graduates: 309
Men Undergraduates: 13

Graduates Women: 227
Undergraduates Women: 46

GRADUATES

Men: 309 Women: 227 Total: 536

*SENIOR-GRADUATES

Men: 9 Women: 0 Total: 9

*Montclair Seniors permitted to begin work for graduate credit.

OTHER UNDEFGRAUATES

Men: 4 Women: 46 50

I find that in previous reports I have not always mentioned the number of Graduate Students admitted to Supervised Student Teaching and its complementary course, Practicum in Secondary Education. This fall there were a total of 18, 4 of them Women, 14 of them Men. These figures are included above in the totals for students enrolled in daytime classes, however.

Report continued on page 2

*REGISTRATIONS

In Part-Time Courses-----	1035	(36 courses)
In Daytime courses-----	236	(82 courses)
In Extension courses -----	75	(2 courses)

Total Registrations 1346

*Should not be confused with Individual Students enrolled, the total of which was 595. The average registration per student was, therefore, 2.2

The average number registrations (students enrolled) in Part-Time courses only: 23 This number compares best with that before any students were admitted to daytime courses, because in many instances only one or two students enroll in a particular daytime course.

A total of 37 courses was announced for this Fall in the Part-Time Division, of which one Chemistry course was discontinued. The Announced Music Extension course had a total of 59 students; the unannounced course in Paterson in curriculum revision in the field of Science had 16 students enroll for credit at Montclair. Prof. Glenn represented Montclair for this cooperative course.

TABLE OF SEMESTER-HOUR LOADS OF THE INDIVIDUAL STUDENTS

<u>Students Taking</u>	<u>Semester-Hours</u>	<u>Total Semester-Hours</u>
213	2	436
2	3	6
176	4	704
0	5	0
107	6	642
0	7	0
22	8	176
1	9	9
8	10	80
1	11	11
15	12	180
4	13	52
12	14	168
4	15	60
11	16	176
13	17	221
0	18	0
<u>1</u>	<u>19</u>	<u>19</u>

Total Students - 595

2940 - Total Semester-Hours

Average Semester-Hour Load per student: 4.9

Compare this with the average number of courses taken per student: 2.2

Total number students taking 12 or more s.h. this semester (considered a full-time load) 60 students

Dividing the total number s.h. (2940) by 16, the usual load of a full-time student, gives the equivalent of 183 full-time students in this Division for the Fall of 1950 - the weighted score.

FINAL REPORT OF THE SPRING 1951 SEMESTER: PART-TIME AND EXTENSION DIVISION

Individual Students Enrolled, Spring, 1951----- 540

Individual Students Enrolled, Fall, 1950----- 595

Gross Total for the Academic Year----- 1135

Students who attended Both Semesters----- 335

Net Total for the Academic Year 1950-1951----- 800

Detailed Studies of the 540 Students Enrolled in the SPRING of 1951:

Men: 344

Women: 196

A student enrolled in the Graduate Division but taking 12 or more semester-hours is considered a Full-Time Student.

A student enrolled in the Graduate Division but taking fewer than 12 semester-hours is considered a Part-Time student.

A student enrolled in off-campus courses only is considered an Extension Student.

Full-Time Students, Men:	28	Women:	9	Total:	37
Part-Time Students, Men:	311	Women:	175	Total:	486
Extension Students, Men:	5	Women:	12	Total:	17
Totals---	344		196		540

Some students are permitted to enroll in courses of the regular college, to take work not offered through the Part-Time Division. They are included in the above figures, but it is interesting to consider them as a group, as follows:

Enrolled in daytime classes, Men:	34	Women:	19	Total:	53
Number classes they were permitted to enter-----					45
(This includes Student Teaching)					
Number registrations in these classes-----					119

It would be pleasant to be able to offer these courses in the Part-Time Division, but not enough students enter any one course to make this possible.

REGISTRATIONS (Distinguish from Individual Students)

*In Part-Time Courses (39 courses), there were 998 registrations	
In Extension Courses (1 course),	" " 20 "
In Daytime Courses (45 courses),	" " 119 "
Total number registrations-----	1137

GRADUATE STUDENTS enrolled;	Men: 326	Women: 178	Total: 504
Undergraduate " " "	18	18	36

Of the above undergraduates, some were Seniors permitted to take work for graduate credit. These were: Men: 11 Women: 1 Total: 12 "Senior-Grads"

VETERANS ENROLLED UNDER THE G. I. BILL; Men: 167 Women: 3 Total: 170

*A total of 40 courses was announced for this spring, and only one had to be discontinued, the course in Music.

The only course offered off-campus was the one in Paterson, unannounced, with 20 students enrolled. Three of these were taking work on campus also.

It should be noted that the on-campus enrollment for last fall was 523, while that for this spring is 523, a loss of only 2.

Average Registration per student (1137 divided by 540) was: 2.1

Average number registrations (students enrolled) per course (998 divided by 39) was 25. This item is shown without the registrations in the daytime classes, as usually only one or two students enroll in a particular daytime course.

Average Semester-hour Load per student (see table below) was: 4.6 s.h.

TABLE OF SEMESTER-HOUR LOADS OF THE INDIVIDUAL STUDENTS

<u>Students</u> <u>Teaching</u>	<u>Semester-</u> <u>Hours</u>	<u>Total</u> <u>Semester-Hours</u>
1	1	1
183	2	366
0	3	0
122	4	488
0	5	0
96	6	576
0	7	0
20	8	160
0	9	0
10	10	100
0	11	0
20	12	240
1	13	13
7	14	98
0	15	0
3	16	48
0	17	0
2	18	36
<hr/>		<hr/>
540	Totals	2486

17 Graduate students were accepted by Dr. Fraser for Supervised Student Teaching this semester. Mention was made of them in connection with the statement concerning students admitted to daytime courses.

Referring again to the above tabulation of Semester-hours, we note that the total was 2486. If we divide this amount by 16, the usual load of a full-time student in the regular college, gives the equivalent of 155 full-time students in this division for the Spring of 1951 - the weighted score.

Prepared by Elizabeth S. Favor, May 23, 1951

ANNUAL REPORT OF THE LIBRARIAN FOR THE YEAR 1950-1951

LIBRARY LESSONS

The Librarian again gave introductory talks on the College Library to all the Freshmen. In addition, in the Sophomore Composition classes, the Librarian cooperated with the teachers on their research paper assignment, by going to the classes and discussing with the students the probable sources for material and in a laboratory period in the library, actually worked with the student in finding the material.

The Librarian met with the Senior methods classes for a lesson on Reference books and on Library aids for the teacher.

LIBRARY STAFF

The retirement of Miss Frances Hedden, Head of Loan Desk, September 1, 1950 made it necessary to employ a new library assistant to replace her. The library was indeed fortunate in securing Mrs. Florence Downing. Mrs. Downing while a student at the college had been a library student assistant. Therefore she knew most of the circulation desk routines and duties, and as she was acquainted with the Montclair faculty and curriculum, she was able to fit into the work easily.

STAFF ACTIVITIES

For the N.J. Teachers College Institute held in October the library staffs of the six teachers colleges decided to reorganize their group for discussion of common professional problems. The Librarian of Montclair State Teachers College was Chairman of the group October 1950. The topic discussed was "The Library Lesson" How much? When? How it can be made more functional.

The Librarian was again asked to serve on the evaluating committee of the Middle State Association, and was sent to visit Mount Saint Joseph Teachers College in Buffalo, New York.

Mrs. Florence Brainard, Assistant Librarian, was elected Secretary-Treasurer of the College Section of the N. J. Library Association.

Miss Cridlebaugh completed her courses for the M.A. at Montclair in June and will receive her degree in August, 1951.

STATISTICS

Budget:

The Library budget for the year 1950-51 was \$6,500 for books, periodicals, binding and supplies.

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LIBRARY STAFF

The retirement of Miss Frances Wadman, Head of Loan Desk, September 1, 1950 made it necessary to employ a new library assistant to replace her. The library was indeed fortunate in securing Mrs. Florence Downing. Mrs. Downing while a student at the college had been a library student assistant. Therefore she knew most of the circulation desk routines and duties, and as she was acquainted with the Montclair faculty and curriculum, she was able to fit into the work easily.

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STATISTICS 1950-1951

Size of Collection, Accessions, Etc.

Accessions to the Library, 1950-1951, Books and Pamphlets:

	<u>Purchases</u>	<u>Gifts</u>	<u>Total No. Accessioned</u>
College	1402	986	2388
CHS Library	156	29	185
(Textbook			
(Exhibit		221	221
		TOTAL	2794

Withdrawals; 1950-1951:

College Library	610	
CHS Library	51	
Textbook Exhibit	40	
Total Withdrawn	701	701
Net Additions		2093

Total books and pamphlets in Main College Library	56,988
" " " " " " CHS Library	3,809
Permanent Textbook Exhibit	<u>4,834</u>

TOTAL COLLECTION JULY 1951 65,631

Containing 23.8% Duplicates

Circulation 1950-1951

General	Reserve	Faculty	Total
35,000	6961	2703	44,664
Average number of borrowers		915	
Total Circulation		44,664	
Average number of books per capita		48.81	

RECOMMENDATIONS

Staff: It is strongly recommended that a reclassification of the Library staff be made. To be in line with library practices in other teachers colleges, the professional library staff should be on the faculty. It is the clerical positions that are usually on Civil Service.

STATISTICS 1950-1951

Size of Collection, Accessions, Etc.

Accessions to the Library, 1950-1951, Books and Pamphlets:	Purchases	Gifts	Total No. Accessions
College Library 1402	360	238	2000
CHS Library 156	20	185	221
(Textbook Exhibit)			
			2294
			TOTAL

Withdrawals, 1950-1951:

College Library 610	Total Withdrawals 701
CHS Library 51	
Textbook Exhibit 40	
	2093

Total books and pamphlets in Main College Library 56,988
 CHS Library 3,809
 Permanent Textbook Exhibit 4,634

TOTAL COLLECTION JULY 1951 65,431

Containing 23.2% Duplicates

Circulation 1950-1951

General	Reserve	Faculty	Total
35,000	6951	3703	44,654
Average number of borrowers	915		
Total Circulation	44,654		
Average number of books per capita	48.31		

RECOMMENDATIONS

Staff: It is strongly recommended that a reclassification of the library still be made. To be in line with library practices in other teachers colleges, the professional library staff should be on the faculty. It is the official position that are usually on civil service.

RECOMMENDATIONS (Continued)

The employment of a full-time typist clerk is very necessary for efficient administration of the Library. It is wasteful of Mrs. Brainard's time and energies to be constantly teaching part-time and temporary employees the intricacies of library cataloging.

Budget: The cost of books and periodicals have almost doubled in the last few years. In order to keep the library collection up-to-date and current, the allocation of funds for the purchase of books should be increased. Recommendations have been made on the basis of the college enrollment. According to the standards of the American Library Association, the minimum for a library in a college the size of Montclair should be \$10,000 for books, periodicals, etc.

Equipment: A counter-high sectional circulation desk so placed that reserve books can be controlled would facilitate the routine of charging and discharging books, and would aid in eliminating losses. I find that our greatest book losses are those that are on reserve. The present desk is too small and crowded to adequately and efficiently handle the volume of business that it must.

The library reading room and the circulation area need redecorating.

Additional stack lights are needed for the Curriculum Laboratory and Textbook Exhibit, to enable it to be used in the late afternoons and evenings.

Respectfully submitted,

Anne B. Cridlebaugh

Anne B. Cridlebaugh, Librarian

REPORT OF THE COLLEGE HIGH SCHOOL LIBRARY, JULY 1950-51

TRENDS AND DEVELOPMENTS:

Although the Evaluating Committee of the Middle States Association rated the College High School Library very favorably, we made special effort during the year to develop the suggestions made in the official report:

1. A better balanced collection
2. Greater stress on new books on current events and science

ACCESSIONS AND GIFTS

As usual we have received many book-gifts during the year. Mr. Walter G. Speer let us select a useful collection from his library. A splendid set of books on all phases of photography will be an enduring and ever-useful addition.

The employment of a full-time typist clerk is very necessary for efficient administration of the library. It is suggested that Mr. Starnard's time and energies be constantly employed in this position and that temporary employees be introduced for library cataloging.

Subject: The cost of books and periodicals have almost doubled in the last few years. In order to keep the library collection up-to-date and current, the allocation of funds for the purchase of books should be increased. Recommendations have been made on the basis of the college enrollment. According to the standards of the American Library Association, the minimum for a library in a college the size of Vanderbilt should be \$10,000 for books, periodicals, etc.

Recommendation: A counter-high sectional circulation desk so placed that reserve books can be controlled would facilitate the routing of charging and discharging books, and would aid in eliminating losses. I find that our present book losses are large and are on reserves. The present desk is too small and crowded to adequately and efficiently handle the volume of business that is met.

The library reading room and the circulation area need redecoration.

Additional stack lights are needed for the Curriculum Laboratory and textbook exhibit, to enable it to be used in the late afternoon and evening.

Respectfully submitted,

Anne B. Criddle, Librarian

REPORT OF THE COLLEGE HIGH SCHOOL LIBRARY, JULY 1920-21

THINGS AND DEVELOPMENTS:

Although the Executive Committee of the Middle States Association rated the College High School Library very favorably, we made special effort during the year to develop the suggestions made in the official report:

1. A better balanced collection
2. Greater stress on new books on current events and science

ACQUISITIONS AND GIFTS

We have received many book-gifts during the year. Mr. Butler of the University of Chicago has given a valuable collection from his library. A splendid set of books on all phases of photography will be an interesting and ever-ready addition.

ACCESSIONS AND GIFTS (Continued)

We discontinued our subscription to "The Book of the Month Club," hoping we might create parent-interest to contribute their used copies of the Club's selections. So far, we have had small success, but hope it will grow with the year.

COOPERATION WITH THE COMMUNITY

The High School Library has cooperated with School and College projects:

1. Collecting books and funds for foreign students;
2. Selling Chinese-made linens and art-craft to aid a Chinese girl in her American education.

Lastly, the Library-Assistant group had a cake and a white elephant sale to earn money for a library-visit trip, where we watched various ways of group-work, to stimulate our own work.

The Montclair Public Library made a survey of adolescent reading in Montclair. College High School Library cooperated in the project and made other contributions in this work in its statistical form.

LIBRARY USE BY CLASS GROUPS

The laboratory method is a popular form of class study. Dr. Fincher, Miss Stewart and Miss Dix are the most energetic teachers in this use. The Library workshop serves several purposes. The teacher and librarian learn the reading rate and scope and comprehending ability of each student and so can work more intelligently with reading problems. The Librarian finds the strong and weak sections and so can order and build for better study and research.

BULLETIN BOARDS

As previously, College students in their senior year have been introduced to the bulletin board as a dynamic aid in teaching. They also observe College High School students' work in constructing the purposeful displays as class projects. These lessons are carefully supervised by the Librarian and the results are usually surprisingly full of learning experience.

BOOK CLUB

The Book Collectors' Club had a successful year during 1950-1951. The members conducted several beautifully organized exhibits, books of noted binders, books outstanding for illustrated typography and general format. Besides personal displays, the members arranged "The Fifty Best Books of the Year," and "The Best Children's Books of 1950," and "Limited Club Editions" - loaned by an eighth grade member, made a truly professional "bibliophile" set-up. The members meticulously covered all items in heavy cellophane lest dust or finger mar a page. This work

ACQUISITION AND GIFTING (Continued)

We discontinued our subscription to "The Book of the Month Club," hoping to bring greater parent-interest in contributions than we had in the Club's selections. So far, we have had small success, but hope it will grow with the year.

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The High School Library has cooperated with School and College projects:

1. Collecting books and items for foreign students; 2. Selling Chinese-made linen and craft to aid a Chinese girl in her American education. During the library-assistant group had a sale and a white elephant sale to raise money for a library-trip, where we visited various parts of the country, to stimulate our own work.

The Montclair Public Library made a survey of adolescent reading in Montclair. College High School Library cooperated in the project and made great contributions in this work in the selection of books.

LIBRARY USE BY CLASS GROUPS

The library's use as a popular form of class study. Mr. Winchell, Miss Stewart and Miss Dix are the most energetic teachers in this use. The library is used for several purposes. The teacher and library learn the reading rate and scores and corresponding ability of each student and so can work more intelligently with reading problems. The librarian finds the strong and weak sections and so can order and build for better study and research.

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As previously, college students in their senior year have been introduced to the bulletin board as a dynamic aid in teaching. They also observe College High School students' work in constructing the purposeful displays at class projects. These lessons are carefully supervised by the librarian and the results are usually surprisingly full of learning experience.

BOOK CLUB

The Book Club, which was a successful year during 1950-1951. The members included several carefully organized exhibits, books of noted writers, books containing for illustration typographic and general format. Members presented displays, the members arranged "The Fifty Best Books of the Year," and "The Book of the Year" - chosen by an eighth grade member, was a truly professional "bibliography" set-up. The members enthusiastically covered all items in heavy telephone book and on folders and a table. This work

- 5 -

alone was well worth the Librarian's time in conducting the Club's enterprises, for those boys and girls will always carry on a respect for "The Fine Book" and its value.

LIBRARY - EXTRA ACTIVITIES

The Seventh Grade has the Library as home-room headquarters. This year the class was lively with successful book-sales, (learning book values and worthwhile titles). The books collected for the sale were a credit to school and parents, and in consequence brought "good" prices.

Cake sales, candy sales, were all a part of the earning, learning "fun." With the money so accumulated, the class had a bus ride and picnic at West Portal as Mr. Fincher's guest. They had enough left to finance a ride into New York - a museum trip - all paid by personal efforts on sales.

STATISTICS

Total Number volumes in Library	3,809
New books added	185
Books withdrawn	51
Exhibits	10
Bulletin Board talks	5
Talks to Book Collectors' Club:	6
"Why Collect?"	
"What to Collect."	
"How to Collect"	
"First Editions"	
"Great Typographers"	
"What Makes a Fine Book"	
Outside Talks to Library Groups	3

Circulation

1950 - 1951	5480
1949 - 1950	<u>5336</u>
Increase	144

Respectfully submitted,

M. C. Winchester

MCW:fev

alone we will work the library's time in conducting the Club's meetings. For those boys and girls who cannot carry on a project for "The Book" and its value.

LIBRARY - BOOK ACTIVITIES

The fourth grade has the library as home-room headquarters. This year the class was lively with successful book-sales (learning book values and worthwhile titles). The books collected for the sale were a credit to school and teacher, and in consequence brought "good" prices.

Book sales, book talks, and all a part of the learning, learning "fun". With the money to accumulate, the class had a big ride and picnic at West Point as Mr. Winchell's guest. They had much fun in the process. A ride into New York - a school trip - all paid by personal efforts on sales.

STATISTICS

3,405	Total number volumes in library
152	New books added
21	Books withdrawn
10	Exhibits
2	Books in book talks
10	Books in book collection club
	"Why Collect?"
	"What to Collect"
	"How to Collect"
	"What to Collect"
	"What to Collect"
	"What to Collect"
	"What to Collect"
3	Outside talks to library groups

Circulation	
1950 - 1951	2,420
1949 - 1950	2,326
	144

Respectfully Submitted,

M. D. Winchell

WCH:lv

ANNUAL REPORT FOR 1950-1951

of the

PUBLIC RELATIONS DIRECTOR

1944-1945 NEW YORK STATE

NY 514

NEW YORK STATE

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"Colleges Public Relations operated in two areas. First, it is concerned with the provision of accurate and objective, political, and statistical data. It is concerned with the interpretation of these data also and sensitive to the various public."

---Public Relations for Teachers
Education

XXXXXXXXXXXXXXXXXXXX

DEVELOPMENTS & TRENDS

The past year has seen a continuation of emphasis on Public Relations in the field of Education. Publications in Education and recent administrative texts continue to point out the necessity for, the value of, and the results to be achieved by Public Relations programs in institutions of learning.

In this area a notable event of the year has been the formation of the Metropolitan College Public Relations Council, comprising those colleges in the metropolitan area, numbering 58, which are roughly bounded by an arc from Princeton to West Point. Purpose of this council is the solution of the peculiar problems confronting higher institutions of learning in the New York area.

The main objective of the Public Relations activity at this college has continued to be the dissemination of news about college activities and problems to as many sources as possible. This objective has been limited only by the time able to be allotted to it. Assigned classes, guidance work with the Eighth grade, supervision, and lack of clerical help all combine to subtract from the time able to be devoted to major undertakings in college public relations. This is mentioned only in extenuation of what might be some feeling this department is not functioning at its most efficient level.

CONSTITUTIONAL HISTORY

The past year has been a remarkable one for the history of the United States. The year has been marked by the adoption of the new constitution, the establishment of the new government, and the beginning of the new era. The year has been a time of great change and progress, and it is a time when the people of the United States have shown their wisdom and courage in the face of adversity.

In this time of great change and progress, it is important that we should have a clear understanding of the history of the United States. We should know the principles upon which our government is based, and we should know the rights and duties of the citizen. We should also know the history of the people of the United States, and we should know the progress that has been made in the past. This knowledge is essential for the future of the United States, and it is a knowledge that we should all possess.

The main object of the history of the United States is to show the progress that has been made in the past, and to show the principles upon which our government is based. It is to show the rights and duties of the citizen, and it is to show the history of the people of the United States. It is to show the progress that has been made in the past, and it is to show the principles upon which our government is based. It is to show the rights and duties of the citizen, and it is to show the history of the people of the United States.

SPECIAL FEATURES & ACCOMPLISHMENTS

Lack of sufficient time has precluded the carrying out of many major projects this year. However, it was possible to effect:

1. Inclusion of this college in the Life Education Issue. This has a two-fold beneficial effect, in that the college was not only specifically applauded, but, by its absence, would have been tarred with the same brush of inferiority that was applied to other teachers colleges. Life spokesmen indicated that the college received "advertising" which, if purchased in Life's advertising columns, would have cost \$50,000.00.
2. An exceptionally valuable sports publicity department, which has gained the college what may be a record amount of headline and news story space. This has been the accomplishment of Alvin Picker, a freshman, who enrolled here as the result of a direct contact made by the writer while speaking at Weequahic High School. Picker has done an outstanding piece of work, and had been an invaluable assistant.
3. Close liaison with the Du Mont people in the setting up of the college Television in Education program. This has included sessions with New York and Passaic executives, and the formation of an effective interrelationship for the handling of publicity by Du Mont publicity people, their cooperating agencies, and the college.
4. Attendance at, and participation in the Montclair Library Publicity Institute. Attendance at ACPRA Elmira convention.
5. Completion of other projects, including publicity on the visit of the Mayor of Graz, War Memorial Drive preliminaries, student teaching, China Institute, United Nations Institute, personal stories on graduating seniors, plus the various pre-graduation stories.

NEWS RELEASES DATA

Well over 5000 pieces of publicity matter have gone out to New Jersey and metropolitan sources this year, covering every activity in the college, based mainly on names of students, where names were available. Almost 100 distribution outlets are now listed on the "A" distribution. These include New York newspapers and magazines, together with New Jersey newspapers and news outlets.

"Evaluation of the results of a public relations program is extremely difficult. Good will and favorable response to the total program are intangibles that are often difficult to reduce to points of visible evidence."

---Public Relations for Teacher Education

Unfortunately, the above is only too true for public relations at Montclair. Comments of students indicate that a majority of our stories are printed in part or entirely, and occasional comments of individuals indicate that our publicity is well-received.

The Newark News has proved to be increasingly cooperative this year, due mainly to close liaison effected between this office and the News' local representative. The Montclair Times, which uses only stories listing local names or an evident local angle, cannot be regarded as an adequate yardstick by which to measure the production of this department.

DATA FILE ON STUDENTS -- a data file, set up last year, has been continued. This card contains sufficient background data to round out news stories, also names of papers to which stories should go. Keeping cards up to date has been assumed by the SGA recently.

ADVISORY WORK FOR SCHOOL PAPERS -- The PR department continues its advisory work for high school publications, a field in which the writer has had a great deal of experience. We continue to receive queries on phases of high school publications. It is encouraging that some inquiries come from recent Montclair graduates. It is still the writer's belief that a summer school course on Problems of the School Press would have value for faculty advisers.

MONTCLARION STATUS -- The writer has continued to work with isolated individuals who are anxious to improve the Montclarion. There is hope that junior staff members may, in another year or two, attempt to have the Montclarion conform to standards for other publications of a like nature, and will set up a Business Department with national advertising.

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STATUS OF JOURNALISM -- Journalism, which attracted only three students during the first semester (with the usual number who asked to take it, but could not fit it into their schedules) expired temporarily this past semester. With it went all the reporters that so far have helped to collect news for this office. This was directly responsible for a drop in releases over last year, when some 12 students were engaged in reporting college news.

OFFICE FACILITIES -- Last year this report noted the inadequacy of the accommodations. This was immediately rectified by Dr. Sprague, and quarters now utilized are excellent. They house Public Relations, Alumni, mailing facilities, Science department equipment (in locked cabinets) and Registration supplies. Telephone location, however, remains a problem that should be corrected. It is remote from desks, and is used for calls for Geography, Science, Chemistry and other faculty members, plus occupants of faculty lounges, making a lot of messenger work necessary. RECOMMENDED-- that the telephone be moved into the inner office, which will be more convenient, and eliminate unauthorized calls now possible. The telephone located in what is now the Science office might be moved to Dr. Reed's office, where it ~~can be heard by~~

can be heard by other faculty members.

EQUIPMENT -- This continues to pose a problem. Typewriters which have long outlived their usefulness continue to be used, wasting time and supplies. A new one has been promised this office "when some are purchased", but this seems disappointingly remote. Stencil work must be carried to the president's office, utilizing time of his staff.

It should be noted here that the services of Mrs. Perry have been a great help during the past two years. Her work has been excellent at all times, and her willingness, accuracy, and cooperation have been outstanding.

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The Public Relations office has recently volunteered to maintain supervision over addressograph files, except for alumni. These files were not up to date, and a great deal of work has been necessary. It has been recommended to Mr. Earl Davis that one worker be assigned next year exclusively to maintenance of this file. RECOMMENDED-- that a fairly large stock of plates be purchased in view of possible shortages at a later date. RECOMMENDED -- that at least one new or rebuilt typewriter be purchased and assigned to this office. It is badly needed and would permit return of a machine which everyone refuses to use.

STUDENT AIDES -- Inability to staff this department adequately is a matter of deep concern to the writer, in view of the demands made on the department. This year, when investments made last year in time and encouragement of faculty and college news sources began to pay off, the department was down to two girls, both poor typists in terms of the high production necessary to meet requests.

It is simply impossible to do a good job when one is forced to collect the data, write the rough copy, have it approved, write the original or make stencils, check mailing sources, address envelopes, and affix stamps, plus a walk to the station mailbox. Too much of the writer's time has been spent in this sort of clerical work this year. While the writer has no reluctance to do anything that will carry out the objectives of the department, he does feel that sufficient help should be assigned to maintain what the administration feels to be adequate output. As matters now stand, with nine teaching hours next semester, this department faces the prospect of curtailing output and killing off news sources which were carefully nurtured last year and this. Confidence of faculty and students must be maintained if public relations is to succeed.

The Public Relations office has recently volunteered to conduct a survey of the various departments of the Government, to determine the extent of their work, and to make a report on the results. It has been suggested that the Public Relations office should be assigned the task of conducting this survey, and that the results should be made known to the public. It is suggested that the Public Relations office should be assigned the task of conducting this survey, and that the results should be made known to the public.

Public Relations -- The Public Relations office is a department of the Government which is responsible for the dissemination of information to the public. It is suggested that the Public Relations office should be assigned the task of conducting a survey of the various departments of the Government, to determine the extent of their work, and to make a report on the results. It has been suggested that the Public Relations office should be assigned the task of conducting this survey, and that the results should be made known to the public.

CLIPPING SERVICE -- As part of its function in the Metropolitan College Public Relations Council, this office has been assigned the clipping of news items from the Newark News, for mailing to member colleges, who, in turn, clip items for Montclair. At present it is impossible to do this, with nobody assigned or available. The alternative would be to ask for a smaller paper, or resign from the Council, since we cannot fill our obligations. RECOMMENDED -- that two students who can really type be assigned to Public Relations, that one additional student be assigned for full time work on addressograph plates, and that one student be assigned to carry out clipping duties and Public Relations work.

GENERAL RECOMMENDATIONS

In addition to the specific recommendations made above, the following are set down as warranting study: (Quotes from "Public Relations in Teacher Education):

1. "The public relations director cannot do the job alone. He must work closely with the chief administrator, and his suggestions should carry the weight of the authority of the president or dean." At Montclair this should also be the case. If the public relations director is competent, he should be kept so; if not, he should be fired. But he should be aware at all times what policy is being made, what management expects to do about it, and what his part is to be in the disseminating such policy.
2. "The frequent practice of expecting good results from a public relations person who is responsible for actual work in several areas is inexcusably wasteful." A Public Relations person who shares his time with teaching classes is obviously included. Based on an 8-hour day, next term the writer will spend almost 5 hours on class work,

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daily, which will leave three hours for publicity work. To do a good job on either, the other will receive less emphasis.

3. "The amount of money spent (for public relations in education) should take into account the experience of the business world, where as much as 25 per cent is set aside." The writer believes that this is the only public relations department in the area which exists without any budget whatsoever. Each spring when stamps, envelopes and help are scarce, production halts. The writer subscribes to the Newark News (about \$31 annually) and pays his dues to the Metropolitan College Council (about \$23 annually). No funds are available to feed certain individuals at the Robin Hood, at times when such investments could be expected to be paid off in big dividends. We belong to none of the national organizations.

When in New York on contact missions the writer lunches (and pays checks personally) with people who can do things to help us. We do nothing to invest in our Public Relations; we ask editors to use our releases without showing them the little favors that they have come to expect and get from other sources; we actually try, in a competitive field, to get something for nothing. Today's competition for decreasing news space is keener than at any time in history. Newsprint is up, costs are up, editors now charge for printing your photograph, in many cases.

Our publicity must be proportionately keener and no channel must be left unexplored if Montclair is going to benefit. Editors do not need our news, nor is much of it very important to them, with other items of equal or greater importance available. Consequently, what is of importance to us, is too often of little importance to editors who have their choice of news. It is evident that, to get anything out of the pump we shall have to resign ourselves to doing a little pump-priming.

daily, which will leave about 1000 lbs. for the

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8. The number of empty seats for each airline is determined by

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only 70,000 released prisoners in the first three months of 1954.

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METROPOLITAN COLLEGE PUBLIC RELATIONS COUNCIL

* * * * *

COLLEGES IN NEW YORK AREA

Adelphia College
 Barnard College
 Barnard Development Fund
 Board of Higher Ed., N.Y.C.
 Brooklyn College

City College, New York
 Mt. St. Vincent College
 College of New Rochelle
 Columbia University
 Columbia Teachers College

Cooper Union
 Cornell University Nursing School
 Finch Junior College
 First Army PIO
 Fordham University

Hofstra College
 Hunter College
 Iona College
 Long Island University

Manhattan College
 New School for Research
 New York University
 Pace College
 Pratt Institute

Queens College
 St. Francis College
 St. John's University
 St. Joseph's College
 Sara Lawrence

Merchant Marine, King's Point
 U.S. Military Academy
 Wagner College
 Walter Hervey Junior College
 Yeshiva University

COLLEGES IN NEW JERSEY

Bloomfield College
 Centenary College
 College of St. Elizabeth
 Drew University
 Fairleigh Dickinson

Newark College of Engineering
 New Jersey College for Women
 NJSTC, Jersey City
 NJSTC, Newark
 NJSTC, Montclair

NJSTC, Paterson
 Panzer College
 Princeton University
 Rutgers University
 St. Peter's College

Seton Hall University
 Stevens Institute of Technology
 Upsala College
 New York University

NEWSPAPERS ON "A" AND "B" DISTRIBUTION LISTS

WEEKLIES

Belleville "News"
 Bloomfield "Independent"
 Boonton "Times Bulletin"
 Bridgeton "News"
 Burlington "Home News"
 Caldwell "Progress"
 Cape May "Gazette"
 Chatham "Courier"
 Cranford "Citizen Chronicle"
 Denville "Herald"
 Dover "Advance"
 Englewood "Press"
 Flemington "Democrat"
 Freehold "Transcript"
 Glen Ridge "Paper"
 Hackettstown "Gazette"
 Hasbrouck Heights "Observer"
 Irvington "Herald"
 Lakewood "Times"
 Linden "Observer"
 Long Branch "Record"
 Madison "Eagle"
 Millburn "Item"
 Millville "Republican"
 Montclair "Times"
 Mt. Holly "Herald"
 Newton "Herald"
 Newton "Independent"
 Nutley "Sun"
 Orange "Transcript"
 Penn's Grove "Record"
 Pt. Pleasant "Beacon"
 Rahway "News Record"
 Red Bank "Register"
 Ridgewood "Herald News"
 Rutherford "Republican"
 Salem "Standard"
 Salem "Sunbeam"
 Somerville "Messenger"
 South Orange "News Record"
 Summit "Herald"
 Union "Register"
 Vineland "Times Journal"
 Westfield "Leader"
 Wildwood "Leader"

DAILIES

Asbury Park "Press"
 Atlantic City "Press"
 Bayonne "Times"
 Camden "Courier Post"
 Elizabeth "Daily Journal"
 Hackensack "Evening Record"
 Hoboken "Jersey Observer"
 Jersey City "Journal"
 Morristown "Record"
 New Brunswick "Daily News"
 Newark "Star Ledger"
 Newark "Evening News"
 Passaic "Herald News"
 Paterson "Evening News"
 Paterson "Morning Call"
 Perth Amboy "News"
 Plainfield "Courier News"
 Trenton "Trentonian"
 Trenton "Evening Times"
 Union City "Hudson Dispatch"
 Vineland "Times Journal"
 Woodbury "Daily Times"

NEW YORK AREA

New York "Times"
 New York "Herald Tribune"
 Associated Press Newsfeatures
 Newsweek Magazine

NEW JERSEY SPECIAL

NJEA Journal "News"

Annual Report 1950-51

Department of Business Education New Jersey State Teachers College at Montclair

The Department of Business Education at Montclair has been designated by the State Board of Education to train teachers in the major areas of accounting and social business studies with minors in certain areas taught in other departments of the College. The majority of business education majors have minors in physical education, geography, English, history, or mathematics. In addition to their majors and minors, many of our majors have been able to enroll in elementary education courses offered in the College and do student teaching in the field. This program has resulted in relatively strong backgrounds and considerable flexibility with respect to placement.

Most of our graduates who have gone into teaching received positions in the elementary or junior high schools. This was in line with current trends. Our seniors have traditionally run into the problem of placement at the high school level without being certified in typewriting. It appears from various statements made that the hiring authorities in the local systems would employ more of our graduates if they were able to teach in the typewriting area. The new emphasis being placed upon this subject, both for its personal use and vocational values at not only the secondary but also the elementary level, tends to support their claims. In many high schools where equipment is available, the number of typing classes runs in a ratio of approximately 2 to 1 over any other business subject offered.

If somehow typing and typing methods could be incorporated in our program without other secretarial studies it would avoid direct competition with our other sister institutions (Paterson and Trenton) that offer the traditional business program including secretarial studies and at the same time strengthen our position. Inquiry from experts in the area has revealed that in order to teach typewriting one does not necessarily need to have a complete training in secretarial studies including such subjects as shorthand or office practice.

Another concomitant factor has apparently occurred at the graduate level where we offer a program that we feel is soundly conceived but does not include specific courses in the improvement of the teaching of shorthand or typewriting. This, we feel, has resulted in a lack of interest in our program on the part of graduates, mostly women, who are graduates of other institutions and are teachers of and who are primarily interested in secretarial studies. Admittedly, these teachers need stronger backgrounds in the broad economic or social business areas such as consumer education, economics, business law, marketing, advertising, economic geography, money and banking, business finance, and the like. The problem remains one of attracting them to these areas of study at the graduate level.

Since the Department feels that the foregoing statements of fact involve policy-making decisions to be made at the State level, we would like to recommend that a study be made of these curricular problems. The members of the Department will gladly cooperate.

Library

In the past year much progress has been made in building up the departmental library. Current periodicals in the field have been organized, bound, and best of all been used by the students. Many textbooks, both secondary and college, have been added. In addition, many materials for the general library have been recommended. There is a need for a greater organized departmental check-up on good materials to be added to the general library. The current periodicals in the general library appear to meet our needs. The storage problem for these materials is however becoming acute in our small office.

Student Laboratory Experiences

Our students continue to make a total of 72 class observations either on or off campus in business education. Regular observations are required twice a week during the spring semester of the junior year and the fall semester of the senior year of the American Culture Class (9th grade English and Basic Business) in the demonstration high school. Some student observers are given a chance to take over this class from time to time. Also discussions are held later with the observation group to consider such matters as methodology, motivation, plans and the like.

Our student teachers, we feel, have done an excellent job of teaching in the secondary and elementary schools. They appear in general to be very well adapted socially to the task of teaching.

Practical experience has been gained by our students as they meet the State certification requirement for business experience. We require 400 hours of work experience which is 100 hours more than the minimum State requirement. This experience is not supervised by the College directly on the job, but a certified form is filled out. Most of our students engage in sales and clerical work, secretarial work or bookkeeping and accounting work, in widely scattered geographical locations usually near their homes. There has been no difficulty in securing positions. An organized cooperative program with such a widely scattered group would involve considerable expense and time, which we feel might not be justified in terms of the results obtained. It is our experience that our students have considerable work experience on their own in earning money to go to college. Also, many of the problems of a cooperative program are avoided, such as direct supervision, adequate placement, adequate pay, personality problems, and the other knotty problems that confront a coordinator.

Student Personnel Services

Much time is spent by the members of the Department on guidance. A new "Student Departmental Record" (see sample attached), is now in use, which gives information as to the personality record of each student, his high school record, college entrance scores, college departmental grades, scholastic college average, and honors achieved. There is a need for an individual progress sheet for each pupil showing his extra-curricular activities and his personal growth. Perhaps there should be available more general college guidance data that comes directly to the advisor.

Library

In the past few years progress has been made in building up the library. Current materials in the field have been regularly bought and kept up to date. New books, serials, and other materials have been added. In addition, many journals for the general library have been subscribed. There is a need for a greater organized service. It is hoped that the library will be able to do this. The library is the central library which is open to all. The library is the central library which is open to all. The library is the central library which is open to all.

Student Library or Reference

The student library is now a total of 25,000 volumes. It is open to all students. The library is the central library which is open to all. The library is the central library which is open to all. The library is the central library which is open to all.

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Extensive expansion has been made in the library. The library is the central library which is open to all. The library is the central library which is open to all. The library is the central library which is open to all.

General Reference Section

There is a need for the library. The library is the central library which is open to all. The library is the central library which is open to all. The library is the central library which is open to all.

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Scholarship advisement would appear to be fairly effective, since each advisor (we have one in the department for each class and the Department Head takes care of minors and general supervision) hands back grade cards to his advisees and can check up then and discuss with each student the progress being made. However, it is fairly accurate to say that many personal problems are not discussed unless the student raises a question.

Our follow-up of graduates is not as good as it might be. There is a definite need for work in this direction.

Staff

The staff is a very agreeable group. We have the advantages that come from meeting in one small office many times during the day and exchanging suggestions, finding answers to our problems, and knowing what is going on among coworkers. The atmosphere is very informal. The Department Head does not wish to have a separate office from the other members of the Department. Considerable cooperation and division of labor is evident in the following respects:

1. Staff assignments are discussed openly and adjustments are made by agreement
2. Guidance work is divided
3. Extra-curricular activity responsibilities are divided - Pi Omega Pi, Epsilon Mu Epsilon, etc.
4. A system of student teaching supervision has been developed so that each student is visited in the school by three members of the Department and receives three groups of suggestions rather than being visited three times by one person.
5. Registration schedules are carried out by agreement
6. Recommendations for curricular changes are suggested
7. Promotion of the graduate program by getting in touch by letter with prospective candidates
8. Arrangement of schedules to permit attendance at meetings.

Among the outstanding activities of the various staff members this year have been the following:

Horace J. Sheppard - Asst. Professor of Business Education, M.A.

Member of Administrative Council
 Member of Graduate Committee
 Epsilon Mu Epsilon (Business Education Club) advisor
 President of Montclair State Teachers College Faculty Association
 Member of Television in Education Committee
 Financial Advisor of Kappa Delta Pi
 Educational Director, Deacon, church school teacher of an East Orange church
 Membership in ten professional associations and fraternities
 Attended eight different professional meetings

[illegible]

THE UNIVERSITY OF CHICAGO PRESS

2744

The work is a very interesting study. It was the intention of the author to write a book which would give the reader a clear and concise account of the history of the United States from the time of the first settlement to the present day. The book is written in a simple and straightforward manner, and is well illustrated with numerous photographs and maps. It is a very valuable work, and is highly recommended to all who are interested in the history of the United States.

- [illegible]

1942

Dr. J. E. Smith - Asst. Professor of Marine Biology, U.S.

1. The first of these is the fact that the
 2. second of these is the fact that the
 3. third of these is the fact that the
 4. fourth of these is the fact that the
 5. fifth of these is the fact that the
 6. sixth of these is the fact that the
 7. seventh of these is the fact that the
 8. eighth of these is the fact that the
 9. ninth of these is the fact that the
 10. tenth of these is the fact that the

- 4 -

Staff (Continued)Paul E. Froehlich - Asst. Professor of Business Education, M.A.

Student Government Association Advisor

Member of the Lay Advisory Committee to the Tenaflly Board of Education
Church organist

Member - Board of Trustees, Anderson College, Anderson, Indiana

Included in "Who's Who in the East" 1951 Edition

Membership in nine professional associations and fraternities

Attended one professional meeting

Richard W. Willing - Instructor of Business Education, M.A.

Montclair State Teachers College Cross Country and Track Coach

Treasurer of the Montclair State Teachers College Faculty Association

Membership in five professional associations and fraternities

Research work - Revision of New York University Doctoral Thesis

Article Published - "Scoring Timed Tests" Business Education Observer,
May 1951

Attended one professional meeting

Elizabeth T. Van Derveer - Instructor of Business Education, Ed.D.Advisor, Pi Omega Pi local chapter (National Honorary Business Education
Fraternity)

Co-advisor, Epsilon Mu Epsilon (Business Education Club)

Member of the Executive Committee of the New Jersey Business Education
Association

Member of Citizenship Committee at Montclair State Teachers College

Member of Paul S. Lomax, Honorary Award Committee at New York University

Membership in nine professional associations and fraternities

Attended nine professional meetings

Articles Published - "Let's Put Business in Business Education" -

"Frustration - Whose Fault," "New Job Standards" -
all in The Business Education ObserverChapter on Personality Development in the Eastern
Business Teachers Association YearbookResearch work - completed document for Ed.D. degree in "Patterns of
Performance for Most Frequent Duties of Beginning
Clerical Employees"Editor of "The Observer," the official publication of the N. J. Business
Education AssociationPresident, Alpha Chapter of Delta Pi Epsilon (Nat. Honorary Business
Education Fraternity) at New York University

Contributing Editor to "The Journal of Business Education"

Ed.D. Degree granted by New York University February 1951

Membership Committee and Past President on Executive Committee of
Delta Pi Epsilon (New York University)

Research Editor "American Business Education"

Paul E. Whiting - Assistant Professor of Business Education, M.A.
Student Government Association Advisor
Member of the New York State Board of Education
Church organization
Member - Board of Trustees, Anderson College, Anderson, Indiana
Included in "Who's Who in the East" 1951 Edition
Participation in nine professional associations and fraternities
Attended one professional meeting

Richard E. Whiting - Instructor of Business Education, M.A.
Member of the New York State Teachers College Group Country and Track Coach
President of the New York State Teachers College Faculty Association
Participation in five professional associations and fraternities
Research work - Revision of New York University Doctoral Thesis
Article Published - "Working Time Table" Business Education
May 1951
Attended one professional meeting

Richard E. Van Dusen - Instructor of Business Education, Ed.D.
Advisor, Phi Omega Psi local chapter (National Honorary Business Education
Fraternity)
Co-Advisor, Delta Psi Chapter (Business Education Club)
Member of the Executive Committee of the New York Business Education
Association
Member of Citizenship Committee at Montclair State Teachers College
Member of New York State Teachers College at New York University
Participation in nine professional associations and fraternities
Attended nine professional meetings
Articles Published - "Let's Put Business in Business Education" -
"Fraternity - What's New?" "New Job Fraternity" -
All in the Business Education Chapter
Chapter on Personality Development in the Business
Business Teachers Association Yearbook
Research work - completed document for Ed.D. degree in "Attitudes of
Performance for Post Graduate Studies of Business
Classical Employees"
Editor of "The Observer", the official publication of the N. Y. Business
Education Association
President, Alpha Chapter of Delta Psi Chapter (Nat. Honorary Business
Education Fraternity) at New York University
Contributing Editor to "The Journal of Business Education"
Ed.D. Degree granted by New York University February 1951
Participation Committee and Post Graduate on Executive Committee of
Delta Psi Chapter (New York University)
Research Editor "American Business Education"

- 5 -

Staff (Continued)Ulrich J. Neuner - Instructor of Business Education, M.A.

Membership in ten professional associations and fraternities

Member of Tax Committee - Association of N. J. State Teachers Colleges

Research work - Aided in revising a Cost Accounting Textbook and has authored commercial materials for International Correspondence School

Member of Board of Trustees of church, teacher in church school

Volunteer fireman

William P. Dioguardi - Instructor of Physical Education and Business Education, M.S.

Athletic Coach of three sports

Assistant Dean of Men

Director of Athletics at College High School

Membership in seven professional associations and fraternities

Articles Published - "Spring Baseball Drills," "Tips for the New Baseball Coach" in Scholastic Coach

Adult education programs in N. J. communities

Physical Layout and Equipment

There is considerable need for new storage facilities for periodicals and other materials that are now in files that should be used for other purposes. It is recommended that a storage room be built in the rear of room WA 2-5 to relieve the situation. If this cost appears to be excessive, two or more steel cabinets would assist greatly.

Other suggestions that have been considered by the Department that would improve the appearance of the office have been:

Hall decorations - some murals depicting kinds of business activity

An honor board in the center hall - To carry clippings of Business Education majors who are doing outstanding things in college. Many of our students have fared very well in campus political activity as well as scholastic honors

Regular clean-up programs in the office

Extension of the present program to have members of Pi Omega Pi decorate the hall bulletin board and on holiday occasions.

Enrollments

Fall 1950 - Business Education Majors:	<u>Men</u>	<u>Women</u>	<u>Total</u>
Freshmen	46	9	55
Sophomores	30	16	46
Juniors	25	19	44
Seniors	41	10	51
TOTALS	142	54	196

Walter J. Brown - Instructor of Business Education, N.Y.
Membership in ten professional associations and committees
Member of Tax Committee - Association of N. Y. State Teachers College
Frequently was - listed in reviewing a Cost Accounting textbook and has
published numerous articles for International Commerce
Education Journal
Member of Board of Trustees of Church, teacher in church school
Volunteer fireman

Adult education program in U. S. communities
 "Local" in Washington, D.C.
 Articles Published - "The New Baseball Title" The New Baseball
 Game in seven professional associations and professional
 Director of Education at College High School
 Assistant Dean of Men
 Athletic Coach of three sports
 U.S.

Approved: _____

It is recommended that a copy of this letter be placed in the file of the case. It is suggested that a copy of this letter be placed in the file of the case. It is suggested that a copy of this letter be placed in the file of the case.

Remove the occurrence of the office have been;
Other conditions that have been handled by the Department that would

Ball decorations - some would say during the business activity
the honor board in the center hall - The party happened at business education
majors who are doing outstanding things in college. Many
of our students have lived very well in campus political
activity as well as academic because
regular clean-up program in the office
rituals of the present program to have members of 21 teams to decorate the
hall with their coats and on holiday occasions.

3500

2011-2012 - Graduate Education Statistics		
Level	Enrollment	Total
Ph.D.	40	40
Master's	30	40
First Year	25	44
Second Year	21	47
TOTAL	126	190

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Enrollments (Continued)

Spring 1951 - Business Education Majors:			
	<u>Men</u>	<u>Women</u>	<u>Total</u>
Freshmen	28	9	37
Sophomores	28	16	44
Juniors	21	21	42
Seniors	<u>34</u>	<u>9</u>	<u>43</u>
TOTALS	111	55	166

Fall 1950 - Minors in Accounting or Social Business Studies

<u>Major Dept.</u>	<u>Sophomores</u>		<u>Juniors</u>		<u>Seniors</u>	
	<u>Soc. Bus.</u>	<u>Acctg.</u>	<u>Soc. Bus.</u>	<u>Acctg.</u>	<u>Soc. Bus.</u>	<u>Acctg.</u>
English	5	4	4	4	2	3
French		1		5		
Latin		1		1		
Spanish	2	1				4
Music					1	
Mathematics		5		6		6
Social Studies	<u>6</u>	<u>6</u>	<u>6</u>	<u>5</u>	<u>7</u>	<u>4</u>
TOTALS	13	18	10	21	10	17

Fall 1950 - Business Education Majors Have the Following Minors

	<u>Sophomores</u>	<u>Juniors</u>	<u>Seniors</u>	<u>Total</u>
English	8	13	9	30
Mathematics	2	—	5	7
Social Studies	7	15	17	39
Geography	5	1	—	6
Physical Educ.	19	10	9	38
Speech	2	4	3	9
Biology		1		1

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Courses Taught and EnrollmentsSummer Session 1950

<u>Course No.</u>	<u>Title</u>	<u>Credits</u>	<u>Enrollments</u>
B.E. 401	The Teaching of Business Education	3 s.h.	18
B.E. 404	Business Economics	2 s.h.	7
B.E. 504	Improvement of Instruction in Bus. Educ.	2 s.h.	13
B.E. 602	Seminar in Economics	6 s.h.	17

Fall 1950

B.E. 101	Introduction to Business	4 s.h. (3 sections)	36,28,30
B.E. 201A	Business Law III	2 (2 sections)	35,35
B.E. 201B	Business Organization & Management	2 (2 sections)	35,32
B.E. 301	Bookkeeping and Accounting	4 (3 sections)	20,20,18
B.E. 401	The Teaching of Business Education	3 (2 sections)	21, 18
B.E. 402	Salesmanship	4	13
B.E. 407A	Consumer Education I	2 (2 sections)	28,25
B.E. 409	Money and Banking	2	14
B.E. 410	Cost Accounting	4 (2 sections)	21,19
Eng. 200A	Composition (Business English)	3 (2 sections)	21,15
	Personal Use Typing		8,10
	American Culture (College High School)		28
B.E. 502	Principles & Problems of Business Educ.	2	16
B.E. 514A	Marketing Processes I	2	24
B.E. 602	Seminar in Economics (Parts I,II)	4	15

Spring 1951

B.E. 102	Business Law I, II	4 (3 sections)	20,21,19
B.E. 202	Business Mathematics	4 (3 sections)	22,19,22
B.E. 302	Principles of Accounting	4 (3 sections)	29,18,11
B.E. 402	Salesmanship	4 (2 sections)	27,19
B.E. 404	Business Economics	2	20
B.E. 405	Marketing	2	16
B.E. 407B	Consumer Education II	2	17
Int. 400B	Practicum	2	36
	Personal Use Typing		6
	American Culture (College High School)		28
B.E. 503	Administration & Supervision of Bus. Ed.	2	15
B.E. 504	Improvement of Instruction in Bus. Ed.	2	17
B.E. 514B	Marketing Processes II	2	17
B.E. 602	Seminar in Economics (Part III)	2	14

HJS:fev

Courses Taught and Enrollments

<u>Course No.</u>	<u>Title</u>	<u>Enrollments</u>
B.E. 401	The Teaching of Business Education	18
B.E. 404	Business Economics	7
B.E. 504	Improvement of Instruction in Bus. Ed.	13
B.E. 602	Seminar in Economics	17

Fall 1950

B.E. 101	Introduction to Business	4
B.E. 201A	Business Law III	2
B.E. 201B	Business Organization & Management	2
B.E. 301	Bookkeeping and Accounting	4
B.E. 401	The Teaching of Business Education	2
B.E. 402	Salesmanship	4
B.E. 407A	Consumer Education I	2
B.E. 407	Money and Banking	2
B.E. 410	Cost Accounting	4
Int. 200A	Composition (Business English)	2
	Personal Use Typing	2
	American Culture (College High School)	2
B.E. 502	Principles & Problems of Business Ed.	2
B.E. 514	Writing Processes I	2
B.E. 602	Seminar in Economics (Part I, II)	2

Spring 1951

B.E. 101	Business Law I, II	4
B.E. 202	Business Mathematics	4
B.E. 302	Principles of Accounting	4
B.E. 402	Salesmanship	4
B.E. 404	Business Economics	2
B.E. 407	Marketing	2
B.E. 407B	Consumer Education II	2
Int. 400B	Typing	2
	Personal Use Typing	2
	American Culture (College High School)	2
B.E. 502	Principles & Problems of Bus. Ed.	2
B.E. 504	Improvement of Instruction in Bus. Ed.	2
B.E. 514B	Writing Processes II	2
B.E. 602	Seminar in Economics (Part III)	2

First Semester				Second Semester			
Freshman Year			Sem. Hr.				Sem. Hr.
Art 100	Art Appreciation	1		Mus. 100	Music Appreciation	1	
Eng. 100A	World Literature I	3		Eng. 100B	World Literature II	3	
Int. 100	Personal Adj. & Mental Hvg.	2		H. Ed. 100	Healthful Living	2	
Sci. 100A*	Survey of Physical Science or			Sci. 100C	Earth Sciences	2	
Sci. 100B*	Survey of Biology	4		S.St. 100B	Civilization & Cit.	3	
S.St. 100A	Civilization & Cit.	3		B.E. 102	BUSINESS LAW I, II +	4	
B.E. 101	INTRODUCTION TO BUSINESS +	4					
Total Semester Hours			17	Total Semester Hours			15
Note: Two hours of Physical Education required each semester of students.. ..							
<u>Sophomore Year</u> (Begin observations - See instruction sheet)							
Eng. 200A	Composition (Bus. English)	3		Eng. 200B	Fundamentals of Speech	3	
Int. 200A	Child Growth	2		Int. 200B	Adolescent Psychology	2	
S.St. 200A	Contemporary Economic Life	2		S.St. 200B	Contemporary Political		
S.St. 200C	Contemporary Social Life	2			Life	2	
P.E. 201A	BUSINESS LAW III	2		B.E. 202	BUSINESS MATHEMATICS	4	
B.E. 201B	BUS. ORGAN. & MANAGEMENT	2			Minor Course	4	
	Minor Course	4					
Total Semester Hours			17	Total Semester Hours			15
<u>Junior Year</u> (Has your required work experience been made and recorded?)							
Int. 300A	Aims & Organ. of Sec. Ed.	2		Int. 300B	Prin. & Tech. Tchg. Sec. Sch.	2	
Lang. 300	Foundations of Language	2		B.E. 302	PRIN. OF ACCOUNTING	4	
B.E. 301	BOOKKEEPING & ACCOUNTING	4		Math. 300	Social & Com. Uses Math.	2	
B.E. 407A	CONSUMER EDUCATION I	2			Minor Course	4	
	Minor Course	4			Elective Courses	4	
	Elective Course	2					
Total Semester Hours			16	Total Semester Hours			16
<u>Elementary and Elective Courses Available to Juniors and Seniors</u>							
Int. 472	Elem. School Curriculum	2		B.E. 405	Marketing	2	
Int. 473	Tch. Elem. Sch. Lang. Arts	2		B.E. 406	Advertising I	2	
Int. 474	Elem. Sch. Art	2		B.E. 407B	Consumer Education II	2	
Int. 475	Elem. Sch. Music	2		B.E. 408	Business Finance	2	
Int. 476	Elem. Sch. Health	2		B.E. 409	Money & Banking	2	
Int. 477	Elem. Sch. Mathematics	2		B.E. 411	Retail Store Management	2	
Int. 478	Elem. Sch. Science	2		B.E. 412	Transportation & Commun.	2	
Int. 479	Elem. Sch. Social Studies	2		B.E. 413	Business Statistics	2	
Geog. 418	Reg. Geog. of North Amer.	2		B.E. 414	Merchandising I	2	
S.St. 301	Economics I	4		B.E. 415	Public Finance	2	
Geog. 302	Economic Geography	4		B.E. 420	Field Studies in Bus. Ed.	2	
.. .. .							
<u>Senior Year</u>							
Int. 400A	Prin. & Phil. of Sec. Ed.	2		Int. 403	Supervised Student Teach.	10	
Math. 400	Educational Statistics	2			(Major & Elem. Fields)		
B.E. 401	THE TEACHING OF BUS. ED.	3		Int. 400B	Practicum in Sec. Ed.	2	
B.E. 402	SALESMANSHIP (May be taken			B.E. 404	BUSINESS ECONOMICS (B.E.		
	Junior Year)	4			405 Marketing or B.E.		
B.E. 410A,B	COST ACCOUNTING I, II	4			407B Consumer Ed. II		
	Elective Course (See above				may be substituted)	2	
	under Junior Year)	2			Minor Course	2	
Total Semester Hours			17	Total Semester Hours			16
.. .. .							

Total Number of Semester Hours Required for Bachelor of Arts Degree - 128 (Check this carefully)

* Students are assigned by the Science Department to one or the other, but not to both of these courses.

+ Courses CAPITALIZED indicate the required courses for Business Education majors.

Work Experience (400 hours) and Observations (72) Required of All Business Majors
(Get forms and instruction sheets from Business Education Department)

Form B.E. 4

May 1951

PROGRAM OF STUDIES

MASTER OF ARIS DEGREE IN BUSINESS EDUCATION

New Jersey State Teachers College at Montclair

32 Semester Hours Required

Without Thesis

28 Semester Hours Required

With Thesis (See Div.
III p. 2 of this form)

College Graduated From:

Name of Student

Address

Tel. No.

Date of Matriculation

Now Employed As a Teacher (Circle) Yes No

Now Employed In Industry (Circle) Yes No

Name of Employer

Address of Employer

Highest Degree Held (Circle)

A.B. B.S. M.A. M.S.

Date Degree Granted

* Important * Consult with Department Head Before Registering For Courses

* Important * Are you certified to teach in the field of Business Education in the
State of New Jersey? (Circle) Yes No

Courses Completed at M.S.T.C. or in Other Graduate Schools (For M.S.T.C. graduates
only: Maximum - 8 s.h.)

Name of College

Course No.

Course Title

s.h.

s.h.

s.h.

**** Three copies of this form are to be filled out to this point. One copy is
returned to the student by mail so that a personal record may be kept of
courses completed. All three copies should be returned to Mr. Sheppard.

Division I Required Professionalized Business Courses (6 s.h.)

Hours Completed

(Circle) Grade

B.E. 502 Principles & Probs. of Bus. Educ. (Fall Offering)

2 s.h.

B.E. 503 Admin. & Supv. of Bus. Educ. (Spring Offering)

2 s.h.

B.E. 504 Improvement of Inst. in Bus. Ed. (Usually Summers)

2 s.h.

Division II Required Seminar (6 s.h.)

B.E. 602 Seminar in Economics (Usually Offered Summers)

6 s.h.

Division III Elective Subject Matter Courses (Total of 14 s.h. for Groups A and B)

Group A - Business Education Department Courses (8 to 14 s.h.)

Courses at the "400 level" are subject to Department Head approval

B.E. 401 The Teaching of Business Education 3 s.h.

B.E. 402 Salesmanship 4 s.h.

B.E. 404 Business Economics 2 s.h.

B.E. 405 Marketing 2 s.h.

B.E. 406 Advertising I..... 2 s.h.

B.E. 407A Consumer Education I..... 2 s.h.

B.E. 407B Consumer Education II 2 s.h.

B.E. 408 Business Finance 2 s.h.

B.E. 409 Money and Banking 2 s.h.

B.E. 410 Cost Accounting I, II 4 s.h.

B.E. 411 Retail Store Management 2 s.h.

B.E. 412 Transportation and Communication 2 s.h.

B.E. 413 Business Statistics 2 s.h.

B.E. 414 Merchandising I 2 s.h.

B.E. 415 Public Finance 2 s.h.

B.E. 420 Field Studies in Business Education 2 s.h.

B.E. 511 Auditing 2 s.h.

B.E. 512 Tax Accounting 2 s.h.

B.E. 513 Labor Problems 2 s.h.

B.E. 514A Marketing Processes I 2 s.h.

B.E. 514B Marketing Processes II 2 s.h.

B.E. 515A Textiles I 2 s.h.

B.E. 515B Textiles II 2 s.h.

B.E. 516 Business Organization and Management II 2 s.h.

B.E. 517A Advanced Business Law Cases I..... 2 s.h.

B.E. 517B Advanced Business Law Cases II..... 2 s.h.

100.

PROGRAM OF STUDIES
MASTER OF ARTS DEGREE IN BUSINESS EDUCATION

Page 2

B.E. 518	Advertising II	2 s.h.	_____
B.E. 519A	Advanced Accounting I	2 s.h.	_____
B.E. 519B	Advanced Accounting II	2 s.h.	_____
Group B - Geography, Mathematics, and Social Studies Department Courses (Up to 6 s.h.). Other courses may be substituted for those in this group with the permission of the Head of the Business Education Department. Such substitution will be permitted only if it contributes to what may be considered the basic training requirements of a business education teacher.			
Geog. 409	Economic Geography of the British Isles	2 s.h.	_____
Geog. 410	Economic Geography of Caribbean America	2 s.h.	_____
Geog. 413	Economic Geography of South America	2 s.h.	_____
Geog. 414A	Advanced Economic Geography	2 s.h.	_____
Geog. 414B	Advanced Economic Geography	2 s.h.	_____
Geog. 419	Economic Geography of the Union of Soviet Soc. Repub. .	2 s.h.	_____
Geog. 503	Economic Geography of the United States and Canada	2 s.h.	_____
Geog. 504	Economic Geography of Europe	2 s.h.	_____
Geog. 509	Economic Geography of Asia	2 s.h.	_____
Math. 410	Mathematics of Finance	2 s.h.	_____
Math. 505	Consumer Mathematics	2 s.h.	_____
S.S. 413	Economic History of the United States	2 s.h.	_____
S.S. 446	Current Problems in Economics and Government	2 s.h.	_____
S.S. 450	Modern Economic Problems	2 s.h.	_____
S.S. 454	Post-War Economic Reconstruction	2 s.h.	_____
S.S. 455	Social Legislation	2 s.h.	_____
S.S. 456	International Economic Relations	2 s.h.	_____
S.S. 517	Money and Banking	2 s.h.	_____
S.S. 522	The Development of Economic Institutions and Ideas	2 s.h.	_____
S.S. 523	The Economics of the Business Cycle	2 s.h.	_____
S.S. 524	The Economics of Public Fiscal Policy	2 s.h.	_____
Thesis (Optional - 4 s.h.) - Consult Department Head		4 s.h.	_____

Division IV Required Integration Department Courses (6 s.h.)

Group A - (2 s.h. required)

Int. 503 Methods and Instruments of Research (Groups 2, 3)..... 2 s.h. _____

Group B - (4 s.h. required - select two courses in accordance with group category)

Group 1 - Students without a teachers certificate

Group 2 - Students with a teachers certificate but no experience (teach.)

Group 3 - Students with teach. certificate, experience, matriculation

Int. 408 Selection and Utilization of Audio-Visual Mat.(Groups 1, 2, 3) 2 s.h. _____

Int. 409 Radio & Sound Equipment in the Classroom (Groups 1, 2, 3) 2 s.h. _____

Int. 500A Basic Educational Trends (Groups 1, 2, 3) 2 s.h. _____

Int. 500B Advanced Educational Psychology (Groups 1, 2, 3) 2 s.h. _____

Int. 500C Recent Trends in Secondary School Methods (Groups 1, 2, 3) 2 s.h. _____

Int. 504A Curriculum Construction in the Sec. Sch. (Group 3 only) 2 s.h. _____

Int. 505 Organ. & Admin. of Extra-Curricular Activ. (Groups 1, 2, 3) 2 s.h. _____

Int. 521A Educational & Psychological Measurement (Group 3 only) 2 s.h. _____

Int. 521B Psychological Tests in Guidance Programs (Group 3 only) 2 s.h. _____

Int. 535A Vocational Guidance (Group 3 only) 2 s.h. _____

Int. 535B Vocational Counseling & Guidance: Prin. & Prac. (Gr. 3) 2 s.h. _____

Int. 536 Educational Guidance (Group 3 only) 2 s.h. _____

Int. 537 Social-Moral Guidance (Group 3 only) 2 s.h. _____

Int. 538 Group Guidance & Counseling Activities (Group 3 only) . 2 s.h. _____

Int. 549 Prin., Prac., & Phil. of Voc. Educ. (Group 3 only) 2 s.h. _____

Int. 551 Prin. & Techniques of Guidance (Groups 1, 2, 3) 2 s.h. _____

Int. 553 Core Curriculum & Life Adjust. Progs. in H.S. (Group 3). 2 s.h. _____

Final Comprehensive Examination Passed (Circle) Yes
(Given the first Saturday in April each year, and last Saturday in July)

Undergraduate Courses Required: (No credit)

Int. _____	s.h.	B.E. _____	s.h.
Int. _____	s.h.	Int. _____	s.h.
Int. _____	s.h.	Int. _____	s.h.

NEW JERSEY STATE TEACHERS COLLEGE
MONTCLAIR, NEW JERSEY

Department of Business Education

EMPLOYER'S REPORT ON BUSINESS EXPERIENCE OF STUDENTS
(Required for Teacher Certification)

Date _____

Name of Student _____

Employed by (Name of Firm) _____

(Street Address of Firm) _____

(City) _____

Approximate Period of Employment

Full or Part-time Work? (Please check) Full _____ Part-time _____

Approximate number of hours per week? _____ Hours

Number of Weeks employed? _____ Weeks

Approximate number of hours worked? (Total) _____ Hours

Period of Employment:

From _____ 19____ to _____ 19____

(Month) (Year) (Month) (Year)

General Nature of Work (Selling, clerical, bookkeeping etc.)

Remarks (any statements relative to the quality of work performed, cooperation etc. will be appreciated)

Signed _____

Position _____

This form may be mailed to the following address:

Mr. H. J. SHEPPARD, Head
Dept. of Business Education
New Jersey State Teachers College
Montclair, N. J.

... ..

[illegible]
$$x \in \mathbb{R}^n, \quad y \in \mathbb{R}^m, \quad z \in \mathbb{R}^k, \quad w \in \mathbb{R}^l, \quad v \in \mathbb{R}^p, \quad u \in \mathbb{R}^q, \quad t \in \mathbb{R}^r, \quad s \in \mathbb{R}^s, \quad r \in \mathbb{R}^t, \quad q \in \mathbb{R}^u, \quad p \in \mathbb{R}^v, \quad o \in \mathbb{R}^w, \quad n \in \mathbb{R}^x, \quad m \in \mathbb{R}^y, \quad l \in \mathbb{R}^z, \quad k \in \mathbb{R}^w, \quad j \in \mathbb{R}^v, \quad i \in \mathbb{R}^u, \quad h \in \mathbb{R}^t, \quad g \in \mathbb{R}^s, \quad f \in \mathbb{R}^r, \quad e \in \mathbb{R}^q, \quad d \in \mathbb{R}^p, \quad c \in \mathbb{R}^o, \quad b \in \mathbb{R}^n, \quad a \in \mathbb{R}^m$$

1. The first step in the process is to identify the problem or issue that needs to be addressed. This involves gathering information and understanding the context of the problem.

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$A = \begin{pmatrix} 1 & 2 & 3 \\ 2 & 3 & 4 \\ 3 & 4 & 5 \end{pmatrix}$

[illegible]

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Form 11
June 1951

REPORT OF ACTIVITIES BY STAFF MEMBERS
Business Education Department
Montclair State Teachers College

Name of Staff Member _____ Degrees Held _____

College Rank _____ Year _____ 19 _____ Term _____

I. Committee Work, Special Assignments, Offices Held, Extra-Curricular Activities

Admin. Council _____	Athletic Coach (_____)	Other: _____
Graduate Com. _____	Office of _____	
Pi Omega Pi Advisor _____	in Faculty Assn. _____	
Epsilon Mu Epsilon _____	T.V. in Educ. Com. _____	
Advisor _____	Com. on Human Relations _____	
S.G.A. Advisor _____		

II. Professional Meetings Attended During Term

<u>Name</u>	<u>Where</u>	<u>Date</u>
Assn. of New Jersey State Tchrs. Colleges	_____	_____
Nat. Assn. Bus. Tchrs. Train. Inst.	_____	_____
Eastern Business Teachers Assn.	_____	_____
New Jersey Bus. Education Assn.	_____	_____
Business Education Workshop (Paterson)	_____	_____
New Jersey Education Association	_____	_____
Others: _____	_____	_____
_____	_____	_____
_____	_____	_____

III. Membership in Professional Associations or Fraternities (Check)

National Educational Assn. _____	Pi Omega Pi _____
New Jersey Education Assn. _____	Kappa Delta Pi..... _____
Assn. of N. J. State Tchrs. Col. _____	Delta Pi Epsilon _____
N. J. Council of State Emp. _____	Phi Delta Kappa _____
N. J. Business Educ. Assn. _____	Pi Mu Epsilon _____
Eastern Bus. Tchrs. Assn. _____	Others: _____
United Bus. Ed. Assn. _____	_____
Others: _____	_____
_____	_____
_____	_____

IV. Articles Published During Term

<u>Name of Article</u>	<u>Where Published</u>	<u>Date</u>
------------------------	------------------------	-------------

V. Research Work During Term

VI. Courses Completed and Degrees Obtained During Term

<u>Name of Course</u>	<u>Sem. Hrs.</u>	<u>Where Completed</u>
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VII. Community Contributions - Membership, Activities, offices held etc.

IX. Other Participation (not included above)

Form 10
June 1951

COURSES TAUGHT BY STAFF MEMBERS
Business Education Department
Montclair State Teachers College

Note

If more than 1 section, show different classes by numbers in different colors.

Name of Staff Member _____ Date _____
Report for Year _____ 19 _____ Term _____

Courses Taught	S.H.	Enrollment*	No. Bus. Majors	No. Bus. Minors	No. Business	
					Graduate Students	No. Other Students
B.E. 101 Int. to Business	4					
B.E. 102 Business Law I, II	4					
B.E. 201A Bus. Law III	2					
B.E. 201B Bus. Organ. & Mgt.	2					
B.E. 202 Bus. Mathematics	4					
B.E. 301 Book. & Acctg.	4					
B.E. 302 Prin. Of Acctg.	4					
B.E. 401 Tch. of Bus. Ed.	3					
B.E. 402 Salesmanship	4					
B.E. 404 Bus. Economics	2					
B.E. 405 Marketing	2					
B.E. 406 Advertising I	2					
B.E. 407A Consumer Ed. I	2					
B.E. 407B Consumer Ed. II	2					
B.E. 408 Bus. Finance	2					
B.E. 409 Money & Banking	2					
B.E. 410 Cost Accounting	4					
B.E. 411 Retail Store Mgt.	2					
B.E. 412 Trans. & Commun.	2					
B.E. 413 Bus. Statistics	2					
B.E. 414 Merchandising I	2					
B.E. 415 Public Finance	2					
B.E. 420 Field Studies B.E.	2					
Typing for Personal Use	0					
Eng. 200A Comp.(Bus. Eng.)	3					
C.H.S. American Culture	3					
B.E. 502 Prin. & Probs. B.E.	2					
B.E. 503 Adm. & Supv. B.E.	2					
B.E. 504 Imp. Inst. in B.E.	2					
B.E. 511 Auditing	2					
B.E. 512 Tax Accounting	2					
B.E. 513 Labor Problems	2					
B.E. 514A Marketing Proc. I	2					
B.E. 514B Marketing Pr. II	2					
B.E. 515A Textiles I	2					
B.E. 515B Textiles II	2					
B.E. 516 Bus. Org. & Mg. II	2					
P.E. 517A Adv. Bus. Law C. I	2					
B.E. 517B Adv. Bus. Law II	2					
B.E. 518 Advertising II	2					
B.E. 519A Adv. Acctg. I	2					
B.E. 519B Adv. Acctg. II	2					
B.E. 602 Sem. in Economics	6					

* One week after the start of class

AN ANNUAL REPORT

for the year

1950 -

- 1951

of the

Department of English

of the

New Jersey State Teachers College at Montclair

to

President Harry A. Sprague

Edwin S. Fulcomer, Ed.D.
Head, Department of English
August 23, 1951

TO THE HONORABLE

THE SECRETARY

1901 -

1902 -

OF THE

DEPARTMENT OF THE INTERIOR

OF THE

THE BUREAU OF LAND MANAGEMENT

TO

RESPECTFULLY

WILLIAM A. RICHMOND, JR.
Chief, Bureau of Land Management
Washington, D.C.

Dr. Harry A. Sprague, President
New Jersey State Teachers College at Montclair

My dear Dr. Sprague:

I have the honor to submit herewith the following report of the Department of English for the year 1950-1951.

I DEVELOPMENTS AND TRENDS

A. The most significant undertaking within the Department was the introduction of an integrated course which combined World Literature (English 100 A-B) with Civilization and Citizenship (Social Studies 100 A-B). The experiment will be extended in the year 1951-52 to take in both Dr. Young and Mr. Hamilton from the English Department and Dr. Clayton and Mr. Kops from the Department of Social Studies. Three sections of Freshmen will be included in this experiment in the year 1951-52. The report of the progress of the experiment prepared by Dr. Young follows.

Report on the "Integrated" Course (Eng. 100-A and 100-B; with Social Studies 100-A and 100-B)

This report will be presented under three main divisions; namely,

- I. Objectives
- II. Materials
- III. Methods

1. Objectives

The most general objective, as held by the teachers of this integrated course, is to create in the student's mind a solid, and yet vivid, comprehension of the origin, nature, and development of Western culture and civilization. Even though the concentration is upon the Western world, the inquiry into the sources of the West's great cultural currents involves considerable study and discussion of Oriental influences upon the West via Hebraism, Judaism, mystery religions, Christianity, and Mohammedanism, thus making it really a "World" course. The streaks of continuity that run through this vast epic, from Judaic and Hellenic times to this very moment, as well as significant differences between the great culture epochs, are exhibited. The creation of this perspective in the student's mind enables him, as an American citizen of the mid-twentieth century, to realize that, although his own nation is historically very young, its cultural institutions—that is, its religions, ethics, philosophy, and social ideals—are very old. Thus the student is saved, not only from space-provincialism, but also from what I term time-provincialism. He sees that the Aeneid for example, is an epic of a "displaced" family after the Trojan War; or, again, that the ruse of the wooden horse, by means of which Troy was finally captured, is an illustration of "fifth column" activity in the 12th century before Christ. He grasps the fact that, though the patterns of human events, nationalities, and civilizations change greatly, the principles of human nature itself are remarkably unchanging. The elicitation of this feeling of at-homeness with the peoples and their achievements which made America so much what she is; this is our constant goal.

Mr. Harry A. ...
The ...

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I have the honor to ...
Department of ...

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1. The ...
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I. ...
II. ...
III. ...

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II. Materials

Here I speak of "materials" with reference only to the "World Literature" side of the integrated course. In developing this topic I shall enumerate the books that are used and the reasons for choice of each. The general principle that guided me in the selection of each work was this: to find that literary material which most summed up the following great epochs and influences which have left permanent deposits in the mentality of the present-day Euro-American man; namely, the Judaic, the Hellenic, the Hellenistic, the Mediaeval, the Renaissance, the Post-Renaissance (or, Modern).

a. For the Judaic (and Christian):

1. The Old Testament

- (a) Selections from the Old Testament were chosen on the basis of literary beauty and significance of thought. The books read by the class were: most of "Genesis," "Exodus" (Chap. 20), "Ruth," some of the "Psalms," parts of the major prophets, including Amos, Hosea, the first Isaiah, Jeremiah, Ezekiel, and the Deutero-Isaiah; the whole Old Testament unit being finished with the book of "Job."

2. The New Testament

- (a) Selections from the New Testament included St. Luke, Chs. 1-11; Matthew 5-7; Romans 1-8; 12-13; I Corinthians 13.
(These passages include the poetry of the Nativity, the Sermon on the Mount, and the great chapter on "Love.")

b. For the Hellenic (or "Classical" Greek):

1. Homer's Iliad (entire). Chosen because Homer was the first literary master of Western literature; also, because the Iliad imparts such a powerful picture of the "heroic" age.

2. Aeschylus' Orestia trilogy; that is, the Agamemnon, the Libation-Bearers, and the Eumenides. This—the only trilogy in Greek drama that has come down to us—illustrates superbly the correlation between social evolution of a people and its literary achievements. The three plays correlate respectively with three levels of Greek social evolution: themis (or, family feud law); nomos (or, "public law"); ethos (or, moral law).

3. Plato:

The Apology, the Crito, and Books I-II of the Republic. The reason for choosing these works is obvious: they are the best introduction to the thought of Plato who is the father of so many ethical, religious, and philosophic currents in Western literature and thought.

4. Aristotle:

Selections from the Nicomachean Ethics dealing with the concepts of the "Good," of "Happiness" as the supreme ethic for man's life, of the "Golden Mean," and several others.

c. For the Hellenistic (or, Graeco-Roman):

1. Lucretius' On the Nature of Things, Bks. I-IV (to illustrate the sophistication and skepticism and rationalism that comes with the "empire" phase of any people who reaches the imperialistic structure of society.)
2. Virgil's Aeneid (entire 12 books). (to illustrate the subjective, artificial, political epic as contrasted with the objective, naturalistic epic of Homer; also, to illustrate the universal tendency for nations at the height of their power, to create myths about their founding fathers.

The second semester continues as follows:

d. For the Mediaeval Ages:

1. St. Augustine's Confessions, Bks. I-IX. (Augustine reflects a synthesis of Judaeo-Christian, Hellenic, and Hellenistic thought, as he stands on the very threshold of the five centuries of the "Dark Ages" from ca. 500-1000 A.D. Both the high Mediaeval period (1000-1400 A.D.) and the Protestant Reformation following that, exhibit the tremendous influence of this writer).

e. For the Renaissance:

1. Shakespeare's Hamlet. (because it embodies so magnificently the bi-focal tension in Renaissance man's thought about man's significance, in which man was thought of on one extreme as godlike, "divine in apprehension" and how like a god, and at the other extreme was compared to a "worm" as in the gravedigger's scene).

f. For the Post-Renaissance (or, Modern):

1. Rousseau's Confessions. (because Rousseau is the father of so much romanticism and liberalism in politics, education, in ethics, and in literature of the modern world).
2. Goethe's Faust. (because Part II especially is a synthesis of classicism and romanticism; also, because its gospel of salvation through deeds and social service is so close to the pragmatic temper of our present American society).
3. Koestler's Darkness At Noon (because it is a masterfully probing study of Communist psychology and philosophy, and so brings the student to a basic insight into the doctrines and motives of the force in our time which constitutes the greatest danger "from without" that our civilization has ever faced.

The basic text (which Mr. Kops and myself are finding is equally usable from both the Social Studies and the World Literature sides) is Crane Brinton's IDEAS AND MEN: THE STORY OF WESTERN THOUGHT. This remarkable book is a major discovery, and a timely one, since it came out just two weeks after the course

1. For the National Board

1. In order to be eligible for the National Board, the applicant must be a resident of the United States and must have been a member of the National Board for at least one year.

2. The National Board is composed of members who are elected by the National Board for a term of one year. The members of the National Board are elected by the National Board for a term of one year.

The members of the National Board are elected by the National Board for a term of one year.

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4. For the National Board

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- 4 -

opened last September. I chose it at once. It reflects tremendous learning on the author's part, but it is expressed in such an informal, chatty fashion that the reader is fascinated.

III. Methods

Under this topic, perhaps the first item to mention with regard to "Methods" is that Mr. Kops and I remain in the classroom together and enter freely into the discussion, regardless of who is the one "up front"; indeed, we sometimes both sit at the front of the class. This enables us to achieve immediate and frequent integration of the social and literary aspects in the history of Western civilization.

We also make use of films, field trips, and special speakers. Among films already used or projected for future use, are: "One God," "The Ten Commandments," "The House of Rothschild," and others. Field trips include class attendance at such plays as Kingsley's "Darkness at Noon", drama which is current in New York; another class trip is projected for the next semester to "The Towers," etc.

We have heard Miss Salto, of Cairo, Egypt, speak before the class on the history and culture of Egypt. We plan to have others, including, as we hope, speakers from among delegates at the United Nations.

The entire experience during this first semester has been richly productive, in the developing of a vital understanding of our Western world's heritage, both to teachers and students. As one of the teachers who participated in this important enterprise, I know that the results, though far from achieving any final perfection (there is no such thing in human affairs), have been rewarding beyond my most sanguine expectations. I submit that this whole experiment carries within itself, seeds that are prophetic of much further experimentation along the whole frontier of integrating courses, especially in the area of "general education."

Respectfully submitted,

(Signed) Frederic H. Young

(Asst. Professor of English & Education)

I DEVELOPMENTS AND TRENDS (CONTINUED)

B. The Composition Clinic under Mrs. (Dix) Meiers was continued throughout the year. To have some criteria for determining Freshmen and Sophomore expectations and performances, standard tests of the American Council on Education were administered to all Sophomore Composition Classes. Notable deviations from Sophomore norms of liberal arts colleges were observed, and students falling below the norm were interviewed and counseled to begin clinical attendance. Since such attendance is voluntary, only those students interested in improvement of their communication skills took advantage of this service. To ascertain

the standards of performance in (a) Legible handwriting, (b) Punctuation and (c) Sentence organization at the Junior Class Level, Mrs. Meiers administered a diagnostic test of her own to all junior English majors. The scores were distributed and medians found, but since less than one hundred cases were observed, the scores have no statistical validity at this time. The test will be revised before another class is tested. A copy of the test is appended.

C. College High School was selected by the College Entrance Examination Board as the only demonstration school in the East in which the "Trial Run" of the new type written examination would be given. Both Junior and Senior classes took this three hour examination on Friday, April 20th. Between thirty and forty papers were selected after preliminary reading to be submitted to the final readers at Phillips-Andover Academy in June and July. At this date results and evaluations are not available. Discussion of the new examination and results of the "trial run" will no doubt be published following the annual meeting of the School and College Conference on English in February, 1952. The New Jersey State Teachers College at Montclair is the only teacher training institution belonging to the School and College Conference.

II. FEATURES AND ACCOMPLISHMENTS

A. Educational and Professional Contributions

The English Department continued its service to the schools and communities throughout the State. The Head of the Department was called upon to edit and revise the final draft of the State Language Arts Bulletin and submit a chapter on "Reading in the Senior High School." This Bulletin should be ready for distribution to the schools early in 1952. He served as English Curriculum Consultant to the Somerville High School and addressed many Institutes, P.T.A. meetings, and Service and social organizations.

Mr. Pettegrove served as consultant to the Administration and official translator for the College in its relations with Graz, Austria, and other German educational agencies which the College has encouraged and aided. These timely and valuable services were given without stint despite a full teaching load and revision of a doctoral thesis.

Miss Pennington, replacing Dr. Stephen Bloore, became sponsor of the English Club which Dr. Bloore had organized. Monthly meetings were held, to one of which Dr. Bloore returned to address the Club upon various aspects of the program of English majors at Montclair, and points of difference from the undergraduate program at New York University.

Both Mr. Conrad and Mr. Bohn continued their activities in the Adult Schools of Montclair and South Orange, Maplewood and Ridgewood respectively.

The outstanding cultural achievement of the year was the publication of Dr. Young's study, The Philosophy of Henry James, Senior. This pioneer study, encouraged by the late Dr. Matthiewson of Harvard (himself a chronicler of the James family), received favorable notice in all leading critical journals. While this can never be a popular biography, it furnishes valuable insight not only into the mind of Dr. Young's subject, but also into the philosophical concepts and American mores of the 19th Century.

This continuing interest in both educational service and cultural and creative attainment is testimony to the quality of personality and scholarship embodied in the members of the Department. It explains, in part, the large undergraduate enrollment in the Department and the success of English majors as student teachers and professional workers in the classroom.

B. Student Teaching

During the fall of 1950 eleven English majors undertook student teaching. One of these failed miserably. He was permitted to try again in a smaller school during the Spring semester. Here his success was notable, so outstanding in fact, that he has been hired as a teacher in the Senior High School of the borough. Fifty-four English majors were supervised as student teachers during the Spring semester. Sixty-five Senior English majors constitute a problem of instruction, guidance, and placement requiring an amount of administrative time and energy which is generally unrecognized by the State Department of Education, the College Administration, or the lay or professional public. The Head of the Department takes pride, therefore, in the fact that all but two eligible and available students of this group have teaching positions which they will enter in the Fall of 1951.

Nearly eighty Freshman English majors will enter the College in September, 1951; twenty students have been admitted to advanced standing. This prospect of large enrollment in the Department is encouraging; the task of guidance, instruction, and placement is challenging. The Department asks the considered assistance of the State Department and the College Administration in meeting this challenge.

ENROLLMENT FIGURES FOR THE YEAR 1950-1951

SUMMER SESSION 1950

Course No.	Course Title	Semester Hours	No. Sections	Total Enrollment	Instructor
English					
S401	The Teaching of English in Sec. Sch.	3	1	18	Fulcomer
S404	Survey of British Literature From 1798	2	1	10	Krauss
S410	Speech Pathology	2	1	8	Wood
S422	17th Century Literature	2	1	6	Pettegrove
S426	Victorian Novel	2	1	11	Pettegrove
S431B	Shakespeare (Comedies)	2	1	16	Hamilton
S438	Masters of American Literature	2	1	29	Fulcomer
S454	Training Speaking Voice	2	1	13	Wood
S456	Play Direction	2	1	13	Fox
S506	John Milton	2	1	6	Hamilton
S511	History Literary Criticism	2	1	14	Krauss
S518	Major Romantic Poets	2	1	7	Pettegrove
S520	Great Books in Education	2	1	7	Krauss
S522	Advanced Phonetics	2	1	8	Wood
Total Number of Sections			14		
Total Number of Graduate Sections			14		
Total Enrollment				166	
Average Course Enrollment				12	

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FALL SEMESTER 1950

UNDERGRADUATE ENROLLMENT FIGURES

Course No.	Course Title	Semester Hours	No. Sections	Total Enrollment	Instructor
100 A	World Literature I	3	1	41	Bohn
100 A	" " "	3	3	126	Hamilton
100 A	" " "	3	1	36	Pennington
100 A	" " "	3	1	42	Pettegrove
100 A	" " "	3	1	40	Young
100 A	(Integrated Course)	3	1	33	Young
Total 100A				318	
101	Language Arts	4	2	71	Conrad
101	" "	4	1	27	Pettegrove
Total 101				98	
103	Fundamentals of Speech	3	1	33	Fox
104	Phonetics	2	1	19	Ballare
105	Fundamentals of Acting	2	1	29	Fox
200 A	Composition	3	2	35	Dix
200 A	"	3	2	38	Pennington
200 A	"	3	1	20	Pettegrove
Total 200 A				93	
200 B	Speech Fundamentals	3	3	60	Ballare
200 B	" "	3	1	22	Kauffman
Total 200 B				86	
201	British-American Poetry	4	1	34	Krauss
201	British-American Poetry	4	1	38	Pennington
201	British-American Poetry	4	1	33	Pettegrove
Total 201				105	

UNIVERSITY OF CALIFORNIA

Course No.	Course Title	Units	Prerequisites	Total	Transfer
101	World Literature I	3		3	
102	"	3		3	
103	"	3		3	
104	"	3		3	
105	"	3		3	
106	"	3		3	
107	"	3		3	
108	"	3		3	
109	"	3		3	
110	"	3		3	
111	"	3		3	
112	"	3		3	
113	"	3		3	
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197	"	3		3	
198	"	3		3	
199	"	3		3	
200	"	3		3	

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FALL SEMESTER 1950 - UNDERGRADUATE ENROLLMENT FIGURES (CONTINUED)

Course No.	Course Title	Semester Hours	No. Sections	Total Enrollment	Instructor
204	Extemporaneous Speaking	2	1	20	Ballare
208	Physics and Physiology of Speech	3	1	15	Fox
301 A	Literature for Adolescents	2	2	41	Dix
301 A	" " "	2	1	25	Fulcomer
Total 301 A				66	
301 B	Shakespeare's Major Plays	2	2	48	Bohn
301 B	Shakespeare's Major Plays	2	1	21	Hamilton
Total 301 B				69	
310	Journalism	2	1	3	Dartt
401	Teaching English in Secondary School	3	1	26	Bohn
401	" " " " "	3	1	28	Fulcomer
Total 401				54	
402	Survey British Literature	4	2	52	Krauss
405	Victorian Poets	2	1	4	Hamilton
410	Speech Pathology	2	1	32	Kauffman
417	Methods Teaching Speech	2	1	16	Kauffman
419	Grammar for Teachers	2	1	38	Fulcomer
420	High School Classics	2	1	16	Hamilton
421	Short Story	2	1	16	Conrad
456	Play Directing	2	1	27	Fox
461 A	Speech Clinic Practice	2	1	11	Kauffman
Total Number of Sections		(47 & 6) = 53			
Total Enrollment		(1230 & 174) = 1404			
Average Class Enrollment				26	
Increase in Fall Enrollment over 1949				57	

TABLE NUMBER 1930 - COMMUNITY COLLEGE STUDENTS (Continued)

Course No.	Course Title	Students Enrolled	No. of Sections	Enrollment
101	Psychology 101	10	1	10
102	Psychology 102	15	1	15
103	Psychology 103	12	1	12
104	Psychology 104	10	1	10
105	Psychology 105	10	1	10
106	Psychology 106	10	1	10
107	Psychology 107	10	1	10
108	Psychology 108	10	1	10
109	Psychology 109	10	1	10
110	Psychology 110	10	1	10
111	Psychology 111	10	1	10
112	Psychology 112	10	1	10
113	Psychology 113	10	1	10
114	Psychology 114	10	1	10
115	Psychology 115	10	1	10
116	Psychology 116	10	1	10
117	Psychology 117	10	1	10
118	Psychology 118	10	1	10
119	Psychology 119	10	1	10
120	Psychology 120	10	1	10
121	Psychology 121	10	1	10
122	Psychology 122	10	1	10
123	Psychology 123	10	1	10
124	Psychology 124	10	1	10
125	Psychology 125	10	1	10
126	Psychology 126	10	1	10
127	Psychology 127	10	1	10
128	Psychology 128	10	1	10
129	Psychology 129	10	1	10
130	Psychology 130	10	1	10
131	Psychology 131	10	1	10
132	Psychology 132	10	1	10
133	Psychology 133	10	1	10
134	Psychology 134	10	1	10
135	Psychology 135	10	1	10
136	Psychology 136	10	1	10
137	Psychology 137	10	1	10
138	Psychology 138	10	1	10
139	Psychology 139	10	1	10
140	Psychology 140	10	1	10
141	Psychology 141	10	1	10
142	Psychology 142	10	1	10
143	Psychology 143	10	1	10
144	Psychology 144	10	1	10
145	Psychology 145	10	1	10
146	Psychology 146	10	1	10
147	Psychology 147	10	1	10
148	Psychology 148	10	1	10
149	Psychology 149	10	1	10
150	Psychology 150	10	1	10

(14 + 1) = 15

(150 + 15) = 165

165

165

Students in Psychology 1930

COLLEGE HIGH SCHOOL ENROLLMENT

Course	Semester Hours	No. Sections	Total Enrollment	Instructor
7th Grade High School English	4	1	29	Dix
8th Grade High School English	4	1	27	Dartt
9th Grade High School English	4	1	29	Fulcomer
10th Grade High School English	4	1	31	Conrad
11th Grade High School English	4	1	28	Young
12th Grade High School English	4	1	30	Bohn
Total Enrollment			174	
Total Number of Sections		6		
Average per section			29	

FALL EXTENSION ENROLLMENT

A100A	World Literature	3	4	4	(Bohn (Pennington (Pettegrove
A200A	Composition	3	2	3	(Pennington (Pettegrove
A201	British-American Poetry	4	1	1	Pennington
A200B	Speech Fundamentals	3	1	1	Ballare
A301A	Literature for Adolescents	2	2	2	Dix-Fulcomer
A301B	Shakespeare's Major Plays	2	1	2	Bohn
A401	Teaching English Secondary School	3	1	3	Fulcomer
A402	Survey British Literature	4	1	5	Krauss
A405	Victorian Poets	2	1	3	Hamilton
A417	Methods Teaching Speech	2	1	1	Kauffman
A419	Grammar for Teachers	2	1	1	Fulcomer
A420	High School Classics	2	1	2	Hamilton
A421	Short Story	2	1	5	Conrad

CHURCH WITH SCHOOL BUILDING

CHURCH	CHURCH WITH SCHOOL BUILDING	CHURCH WITH SCHOOL BUILDING	CHURCH WITH SCHOOL BUILDING	CHURCH WITH SCHOOL BUILDING
1911	1912	1913	1914	1915
1916	1917	1918	1919	1920
1921	1922	1923	1924	1925
1926	1927	1928	1929	1930
1931	1932	1933	1934	1935
1936	1937	1938	1939	1940
1941	1942	1943	1944	1945
1946	1947	1948	1949	1950
1951	1952	1953	1954	1955
1956	1957	1958	1959	1960
1961	1962	1963	1964	1965
1966	1967	1968	1969	1970
1971	1972	1973	1974	1975
1976	1977	1978	1979	1980
1981	1982	1983	1984	1985
1986	1987	1988	1989	1990
1991	1992	1993	1994	1995
1996	1997	1998	1999	2000
2001	2002	2003	2004	2005
2006	2007	2008	2009	2010
2011	2012	2013	2014	2015
2016	2017	2018	2019	2020
2021	2022	2023	2024	2025
2026	2027	2028	2029	2030
2031	2032	2033	2034	2035
2036	2037	2038	2039	2040
2041	2042	2043	2044	2045
2046	2047	2048	2049	2050
2051	2052	2053	2054	2055
2056	2057	2058	2059	2060
2061	2062	2063	2064	2065
2066	2067	2068	2069	2070
2071	2072	2073	2074	2075
2076	2077	2078	2079	2080
2081	2082	2083	2084	2085
2086	2087	2088	2089	2090
2091	2092	2093	2094	2095
2096	2097	2098	2099	2100
2101	2102	2103	2104	2105
2106	2107	2108	2109	2110
2111	2112	2113	2114	2115
2116	2117	2118	2119	2120
2121	2122	2123	2124	2125
2126	2127	2128	2129	2130
2131	2132	2133	2134	2135
2136	2137	2138	2139	2140
2141	2142	2143	2144	2145
2146	2147	2148	2149	2150
2151	2152	2153	2154	2155
2156	2157	2158	2159	2160
2161	2162	2163	2164	2165
2166	2167	2168	2169	2170
2171	2172	2173	2174	2175
2176	2177	2178	2179	2180
2181	2182	2183	2184	2185
2186	2187	2188	2189	2190
2191	2192	2193	2194	2195
2196	2197	2198	2199	2200
2201	2202	2203	2204	2205
2206	2207	2208	2209	2210
2211	2212	2213	2214	2215
2216	2217	2218	2219	2220
2221	2222	2223	2224	2225
2226	2227	2228	2229	2230
2231	2232	2233	2234	2235
2236	2237	2238	2239	2240
2241	2242	2243	2244	2245
2246	2247	2248	2249	2250
2251	2252	2253	2254	2255
2256	2257	2258	2259	2260
2261	2262	2263	2264	2265
2266	2267	2268	2269	2270
2271	2272	2273	2274	2275
2276	2277	2278	2279	2280
2281	2282	2283	2284	2285
2286	2287	2288	2289	2290
2291	2292	2293	2294	2295
2296	2297	2298	2299	2300
2301	2302	2303	2304	2305
2306	2307	2308	2309	2310
2311	2312	2313	2314	2315
2316	2317	2318	2319	2320
2321	2322	2323	2324	2325
2326	2327	2328	2329	2330
2331	2332	2333	2334	2335
2336	2337	2338	2339	2340
2341	2342	2343	2344	2345
2346	2347	2348	2349	2350
2351	2352	2353	2354	2355
2356	2357	2358	2359	2360
2361	2362	2363	2364	2365
2366	2367	2368	2369	2370
2371	2372	2373	2374	2375
2376	2377	2378	2379	2380
2381	2382	2383	2384	2385
2386	2387	2388	2389	2390
2391	2392	2393	2394	2395
2396	2397	2398	2399	2400
2401	2402	2403	2404	2405
2406	2407	2408	2409	2410
2411	2412	2413	2414	2415
2416	2417	2418	2419	2420
2421	2422	2423	2424	2425
2426	2427	2428	2429	2430
2431	2432	2433	2434	2435
2436	2437	2438	2439	2440
2441	2442	2443	2444	2445
2446	2447	2448	2449	2450
2451	2452	2453	2454	2455
2456	2457	2458	2459	2460
2461	2462	2463	2464	2465
2466	2467	2468	2469	2470
2471	2472	2473	2474	2475
2476	2477	2478	2479	2480
2481	2482	2483	2484	2485
2486	2487	2488	2489	2490
2491	2492	2493	2494	2495
2496	2497	2498	2499	2500

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FALL EXTENSION ENROLLMENT (Continued)

Course No.	Course Title	Semester Hours	No. Sections	Total Enrollment	Instructor
A461A	Speech Clinic Practice	2	1	2	Kauffman
	Total Extension Division Registrations in regular <u>Undergraduate</u> Classes			35	

FALL ENROLLMENT GRADUATE EXTENSION CLASSES

A460	American Literature of Social Problems	2	1	11	Krauss
A464	Speech Psychology	2	1	9	Kauffman
A516	Language Problems in English Curriculum	2	1	16	Conrad
A525	Development of American Novel	2	1	29	Fulcomer
A528	New Perspectives in World Literature	2	1	25	Bohn
	Total Enrollment Fall Extension <u>Graduate</u> Classes			90	
	Total Enrollment Fall Extension Division			125	
	Average Graduate Course Size			18	
	Total Enrollment Fall Semester			1529	

ENROLLMENT SPRING SEMESTER 1951

100B	World Literature II	3	3	93	Hamilton
100B	World Literature II	3	1	31	Krauss
100B	World Literature II	3	2	64	Pennington
100B	World Literature II	3	2	62	Pettegrove
100B	World Literature II	3	1	30	Young
	Total 100 B		9	280	
102	British-American Drama	4	1	37	Bohn
102	" " "	4	1	37	Hamilton
102	" " "	4	1	35	Pettegrove
	Total 102		3	109	

Course No.	Course Title	Hours	Prerequisites	Total Credits
1001	General Chemistry I	4		4
1002	General Chemistry II	4	1001	4
1003	Physics I	4		4
1004	Physics II	4	1003	4
1005	Calculus I	4		4
1006	Calculus II	4	1005	4
1007	English I	3		3
1008	English II	3	1007	3
1009	History I	3		3
1010	History II	3	1009	3
1011	Art I	2		2
1012	Art II	2	1011	2
1013	Music I	2		2
1014	Music II	2	1013	2
1015	Physical Education I	1		1
1016	Physical Education II	1	1015	1
1017	Health Education	1		1
1018	Life Science	1		1
1019	Environmental Science	1		1
1020	Humanities Elective	1		1
1021	Mathematics Elective	1		1
1022	Science Elective	1		1
1023	Language Elective	1		1
1024	Art Elective	1		1
1025	Music Elective	1		1
1026	Physical Education Elective	1		1
1027	Health Education Elective	1		1
1028	Life Science Elective	1		1
1029	Environmental Science Elective	1		1
1030	Humanities Elective	1		1
1031	Mathematics Elective	1		1
1032	Science Elective	1		1
1033	Language Elective	1		1
1034	Art Elective	1		1
1035	Music Elective	1		1
1036	Physical Education Elective	1		1
1037	Health Education Elective	1		1
1038	Life Science Elective	1		1
1039	Environmental Science Elective	1		1
1040	Humanities Elective	1		1
1041	Mathematics Elective	1		1
1042	Science Elective	1		1
1043	Language Elective	1		1
1044	Art Elective	1		1
1045	Music Elective	1		1
1046	Physical Education Elective	1		1
1047	Health Education Elective	1		1
1048	Life Science Elective	1		1
1049	Environmental Science Elective	1		1
1050	Humanities Elective	1		1
1051	Mathematics Elective	1		1
1052	Science Elective	1		1
1053	Language Elective	1		1
1054	Art Elective	1		1
1055	Music Elective	1		1
1056	Physical Education Elective	1		1
1057	Health Education Elective	1		1
1058	Life Science Elective	1		1
1059	Environmental Science Elective	1		1
1060	Humanities Elective	1		1
1061	Mathematics Elective	1		1
1062	Science Elective	1		1
1063	Language Elective	1		1
1064	Art Elective	1		1
1065	Music Elective	1		1
1066	Physical Education Elective	1		1
1067	Health Education Elective	1		1
1068	Life Science Elective	1		1
1069	Environmental Science Elective	1		1
1070	Humanities Elective	1		1
1071	Mathematics Elective	1		1
1072	Science Elective	1		1
1073	Language Elective	1		1
1074	Art Elective	1		1
1075	Music Elective	1		1
1076	Physical Education Elective	1		1
1077	Health Education Elective	1		1
1078	Life Science Elective	1		1
1079	Environmental Science Elective	1		1
1080	Humanities Elective	1		1
1081	Mathematics Elective	1		1
1082	Science Elective	1		1
1083	Language Elective	1		1
1084	Art Elective	1		1
1085	Music Elective	1		1
1086	Physical Education Elective	1		1
1087	Health Education Elective	1		1
1088	Life Science Elective	1		1
1089	Environmental Science Elective	1		1
1090	Humanities Elective	1		1
1091	Mathematics Elective	1		1
1092	Science Elective	1		1
1093	Language Elective	1		1
1094	Art Elective	1		1
1095	Music Elective	1		1
1096	Physical Education Elective	1		1
1097	Health Education Elective	1		1
1098	Life Science Elective	1		1
1099	Environmental Science Elective	1		1
1100	Humanities Elective	1		1
1101	Mathematics Elective	1		1
1102	Science Elective	1		1
1103	Language Elective	1		1
1104	Art Elective	1		1
1105	Music Elective	1		1
1106	Physical Education Elective	1		1
1107	Health Education Elective	1		1
1108	Life Science Elective	1		1
1109	Environmental Science Elective	1		1
1110	Humanities Elective	1		1
1111	Mathematics Elective	1		1
1112	Science Elective	1		1
1113	Language Elective	1		1
1114	Art Elective	1		1
1115	Music Elective	1		1
1116	Physical Education Elective	1		1
1117	Health Education Elective	1		1
1118	Life Science Elective	1		1
1119	Environmental Science Elective	1		1
1120	Humanities Elective	1		1
1121	Mathematics Elective	1		1
1122	Science Elective	1		1
1123	Language Elective	1		1
1124	Art Elective	1		1
1125	Music Elective	1		1
1126	Physical Education Elective	1		1
1127	Health Education Elective	1		1
1128	Life Science Elective	1		1
1129	Environmental Science Elective	1		1
1130	Humanities Elective	1		1
1131	Mathematics Elective	1		1
1132	Science Elective	1		1
1133	Language Elective	1		1
1134	Art Elective	1		1
1135	Music Elective	1		1
1136	Physical Education Elective	1		1
1137	Health Education Elective	1		1
1138	Life Science Elective	1		1
1139	Environmental Science Elective	1		1
1140	Humanities Elective	1		1
1141	Mathematics Elective	1		1
1142	Science Elective	1		1
1143	Language Elective	1		1
1144	Art Elective	1		1
1145	Music Elective	1		1
1146	Physical Education Elective	1		1
1147	Health Education Elective	1		1
1148	Life Science Elective	1		1
1149	Environmental Science Elective	1		1
1150	Humanities Elective	1		1
1151	Mathematics Elective	1		1
1152	Science Elective	1		1
1153	Language Elective	1		1
1154	Art Elective	1		1
1155	Music Elective	1		1
1156	Physical Education Elective	1		1
1157	Health Education Elective	1		1
1158	Life Science Elective	1		1
1159	Environmental Science Elective	1		1
1160	Humanities Elective	1		1
1161	Mathematics Elective	1		1
1162	Science Elective	1		1
1163	Language Elective	1		1
1164	Art Elective	1		1
1165	Music Elective	1		1
1166	Physical Education Elective	1		1
1167	Health Education Elective	1		1
1168	Life Science Elective	1		1
1169	Environmental Science Elective	1		1
1170	Humanities Elective	1		1
1171	Mathematics Elective	1		1
1172	Science Elective	1		1
1173	Language Elective	1		1
1174	Art Elective	1		1
1175	Music Elective	1		1
1176	Physical Education Elective	1		1
1177	Health Education Elective	1		1
1178	Life Science Elective	1		1
1179	Environmental Science Elective	1		1
1180	Humanities Elective	1		1
1181	Mathematics Elective	1		1
1182	Science Elective	1		1
1183	Language Elective	1		1
1184	Art Elective	1		1
1185	Music Elective	1		1
1186	Physical Education Elective	1		1
1187	Health Education Elective	1		1
1188	Life Science Elective	1		1
1189	Environmental Science Elective	1		1
1190	Humanities Elective	1		1
1191	Mathematics Elective	1		1
1192	Science Elective	1		1
1193	Language Elective	1		1
1194	Art Elective	1		1
1195	Music Elective	1		1
1196	Physical Education Elective	1		1
1197	Health Education Elective	1		1
1198	Life Science Elective	1		1
1199	Environmental Science Elective	1		1
1200	Humanities Elective	1		1
1201	Mathematics Elective	1		1
1202	Science Elective	1		1
1203	Language Elective	1		1
1204	Art Elective	1		1
1205	Music Elective	1		1
1206	Physical Education Elective	1		1
1207	Health Education Elective	1		1
1208	Life Science Elective	1		1
1209	Environmental Science Elective	1		1
1210	Humanities Elective	1		1
1211	Mathematics Elective	1		1
1212	Science Elective	1		1
1213	Language Elective	1		1
1214	Art Elective	1		1
1215	Music Elective	1		1
1216	Physical Education Elective	1		1
1217	Health Education Elective	1		1
1218	Life Science Elective	1		1
1219	Environmental Science Elective	1		1
1220	Humanities Elective	1		1
1221	Mathematics Elective	1		1
1222	Science Elective	1		1
1223	Language Elective	1		1
1224	Art Elective	1		1
1225	Music Elective	1		1
1226	Physical Education Elective	1		1
1227	Health Education Elective	1		1
1228	Life Science Elective	1		1
1229	Environmental Science Elective	1		1
1230	Humanities Elective	1		1
1231	Mathematics Elective	1		1
1232	Science Elective	1		1
1233	Language Elective	1		1
1234	Art Elective	1		1
1235	Music Elective	1		1
1236	Physical Education Elective	1		1
1237	Health Education Elective	1		1
1238	Life Science Elective	1		1
1239	Environmental Science Elective	1		1
1240	Humanities Elective	1		1
1241	Mathematics Elective	1		1
1242	Science Elective	1		1
1243	Language Elective	1		1
1244	Art Elective	1		1
1245	Music Elective	1		1
1246	Physical Education Elective	1		1
1247	Health Education Elective	1		1
1248	Life Science Elective	1		1
1249	Environmental Science Elective	1		1
1250	Humanities Elective	1		1
1251	Mathematics Elective	1		1
1252	Science Elective	1		1
1253	Language Elective	1		1
1254	Art Elective	1		1
1255	Music Elective	1		1
1256	Physical Education Elective	1		1
1257	Health Education Elective	1		1
1258	Life Science Elective	1		1
1259	Environmental Science Elective	1		1
1260	Humanities Elective	1		1
1261	Mathematics Elective	1		1
1262	Science Elective	1		1
1263	Language Elective	1		1
1264	Art Elective	1		1
1265	Music Elective	1		1
1266	Physical Education Elective	1		1
1267	Health Education Elective	1		1
1268	Life Science Elective	1		1
1269	Environmental Science Elective	1		1
1270	Humanities Elective	1		1
1271	Mathematics Elective	1		1
1272	Science Elective	1		1
1273	Language Elective	1		1
1274	Art Elective	1		1
1275	Music Elective	1		1
1276	Physical Education Elective	1		1
1277	Health Education Elective	1		1
1278	Life Science Elective	1		1
1279	Environmental Science Elective	1		1
1280	Humanities Elective	1		1
1281	Mathematics Elective	1		1
1282	Science Elective	1		1
1283	Language Elective	1		1
1284	Art Elective	1		1
1285	Music Elective	1		1
1286	Physical Education Elective	1		1
1287	Health Education Elective	1		1
1288	Life Science Elective	1		1
1289	Environmental Science Elective	1		1
1290	Humanities Elective	1		1
1291	Mathematics Elective	1		1
1292	Science Elective	1		1
1293	Language Elective	1		1
1294	Art Elective	1		1
1295	Music Elective	1		1
1296	Physical Education Elective	1		1
1297	Health Education Elective	1		1
1298	Life Science Elective	1		1
1299	Environmental Science Elective	1		1
1300	Humanities Elective	1		1
1301	Mathematics Elective	1		1
1302	Science Elective	1		1
1303	Language Elective	1		1
1304	Art Elective	1		1
1305	Music Elective	1		1
1306	Physical Education Elective	1		1
1307	Health Education Elective	1		1
1308	Life Science Elective	1		1
1309	Environmental Science Elective	1		1
1310	Humanities Elective	1		1
1311	Mathematics Elective	1		1
1312	Science Elective	1		1
1313	Language Elective	1		1
1314	Art Elective	1		1
1315	Music Elective	1		1
1316	Physical Education Elective	1		1
1317	Health Education Elective	1		1
1318	Life Science Elective	1		1
1319	Environmental Science Elective	1		1
1320	Humanities Elective	1		1
1321	Mathematics Elective	1		1
1322	Science Elective	1		1
1323	Language Elective	1		1
1324	Art Elective	1		1
1325	Music Elective	1		1
1326	Physical Education Elective	1		1
1327	Health Education Elective	1		1
1328	Life Science Elective	1		1

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ENROLLMENT SPRING SEMESTER 1951 (CONTINUED)

Course No.	Course Title	Semester Hours	No. Sections	Total Enrollment	Instructor
104	Phonetics	2	2	43	Ballare
106	Oral Interpretation	2	1	21	Ballare
200A	Composition	3	1	17	Dartt
200A	"	3	2	40	Dix
200A	"	3	2	37	Pennington
Total Enrollment 200A and number of sections			5	94	
200B	Fundamentals of Speech	3	1	20	Ballare
200B	" " "	3	1	27	Fox
200B	" " "	3	2	58	Kauffman
200B	" " "	3	1	26	Pennington
Total Enrollment 200B and number of sections			5	131	
202	British-American Fiction	4	2	37	Krauss
202	" " "	4	1	19	Pettegrove
Total Enrollment 202 and number of sections			3	56	
208	Physics and Psychology of Speech and Hearing	3	1	19	Fox
209	Speech Correction	2	1	29	Kauffman
302	Survey American Literature	4	2	53	Conrad
302	" " "	4	1	25	Fulcomer
Total Enrollment 302 and number of sections			3	78	
407	British-American Biography	2	1	43	Conrad
422	17th Century Literature	2	1	4	Hamilton
435	Stagecraft	2	1	18	Fox
447	Philosophy of Great Literature	2	1	17	Young
461B	Advanced Speech Clinic	2	1	14	Kauffman

BIOLOGICAL DATA SUMMARY 1961 (continued)					Station	
					1961	1962
					Station	Station
					1961	1962
101	101	101	101	101	101	101
102	102	102	102	102	102	102
103	103	103	103	103	103	103
104	104	104	104	104	104	104
105	105	105	105	105	105	105
106	106	106	106	106	106	106
107	107	107	107	107	107	107
108	108	108	108	108	108	108
109	109	109	109	109	109	109
110	110	110	110	110	110	110
111	111	111	111	111	111	111
112	112	112	112	112	112	112
113	113	113	113	113	113	113
114	114	114	114	114	114	114
115	115	115	115	115	115	115
116	116	116	116	116	116	116
117	117	117	117	117	117	117
118	118	118	118	118	118	118
119	119	119	119	119	119	119
120	120	120	120	120	120	120
121	121	121	121	121	121	121
122	122	122	122	122	122	122
123	123	123	123	123	123	123
124	124	124	124	124	124	124
125	125	125	125	125	125	125
126	126	126	126	126	126	126
127	127	127	127	127	127	127
128	128	128	128	128	128	128
129	129	129	129	129	129	129
130	130	130	130	130	130	130
131	131	131	131	131	131	131
132	132	132	132	132	132	132
133	133	133	133	133	133	133
134	134	134	134	134	134	134
135	135	135	135	135	135	135
136	136	136	136	136	136	136
137	137	137	137	137	137	137
138	138	138	138	138	138	138
139	139	139	139	139	139	139
140	140	140	140	140	140	140
141	141	141	141	141	141	141
142	142	142	142	142	142	142
143	143	143	143	143	143	143
144	144	144	144	144	144	144
145	145	145	145	145	145	145
146	146	146	146	146	146	146
147	147	147	147	147	147	147
148	148	148	148	148	148	148
149	149	149	149	149	149	149
150	150	150	150	150	150	150

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ENROLLMENT SPRING SEMESTER 1951 (CONTINUED)

Course No.	Course Title	Semester Hours	No. Sections	Total Enrollment	Instructor
465	Speech Arts Activity	2	1	9	Ballare
A530	Dante and His Influence	2	1	1	Krauss
COLLEGE HIGH SCHOOL					
7th Grade High School English		4	1	29	Dix
8th Grade High School English		4	1	26	Dartt
9th Grade High School English		4	1	28	Fulcomer
10th Grade High School English		4	1	31	Conrad
11th Grade High School English		4	1	29	Young
12th Grade High School English		4	1	30	Bohn
Total College High School Enrollment				173	
Total Number of Sections			6		
Average Class size				29	
Total Undergraduate Enrollment Spring Semester				966	
Total Number of Sections Spring Semester			39		
Average Class Size Spring Semester				25	
Total Enrollment CHS & Undergraduate Classes, Spring				1139	
Total Enrollment CHS & Undergraduate Classes for Year				2543	
Average yearly class size				26	
Gain in Registration over 1949-50				35	

INDEPENDENT SCHOOL DISTRICT 1941 (1940-41)

Grade No.	Course Title	Teacher	No. Pupils	Total	Transfer
4th	Special Arts Activity	1	1	1	0
4th	Music and Art Instruction	2	1	1	0
TOTAL FOR SCHOOL					
1st	Grade 1st School Building	4	1	1	0
2nd	Grade 2nd School Building	4	1	1	0
3rd	Grade 3rd School Building	4	1	1	0
4th	Grade 4th School Building	4	1	1	0
5th	Grade 5th School Building	4	1	1	0
6th	Grade 6th School Building	4	1	1	0
7th	Grade 7th School Building	4	1	1	0
8th	Grade 8th School Building	4	1	1	0
Total Enrolled High School Enrollment				172	
Total number of sections				8	
Average Class Size				20	
Total Enrollment Enrollment Spring Semester				200	
Total number of sections Spring Semester				30	
Average Class Size Spring Semester				20	
Total Enrollment 1941 Enrollment Spring Semester				117	
Total Enrollment 1941 Enrollment Spring Semester				121	
Average Spring Class Size				20	
Data in Enrollment year 1940-41				20	

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SPRING EXTENSION ENROLLMENT

Course		Semester Hours	No. Sections	Total Enrollment	Instructor
A100B	World Literature II	3	1	2	Pennington
A102	British-American Drama	4	1	1	Bohn
A104	Phonetics	2	1	1	Ballare
A200B	Fundamentals of Speech	3	1	2	Fox
A202	British-American Drama	4	1	2	Pettegrove
A302	Survey American Literature	4	1	2	Fulcomer
A422	17th Century Literature	2	1	1	Hamilton
A435	Stagecraft	2	1	1	Fox
A445	18th Century Literature	2	1	14	Pettegrove
A447	Philosophy of Great Literature	2	1	5	Young
A448	Choral Speaking	2	1	11	Ballare
A456	Play Direction	2	1	15	Fox
A461B	Advanced Speech Clinic Practice	2	1	1	Kauffman
A506	John Milton	2	1	13	Hamilton
A530	Dante and His Influence	2	1	19	Krauss
Total Extension Division Spring Enrollment				90	
Total Graduate Division Spring Enrollment				72	
Average Graduate Class size				14	
Loss in Extension Registrations				23	
Total Enrollment English Department Spring 1951				1229	
Total Enrollment Year 1950-1951				2758	
Student Teachers Supervised				65	
Teaching Hours Allotted to student teaching				22	

Country	Number of Persons	No. of Persons	Total
Algeria	1	1	2
Albania	1	1	2
Andorra	1	1	2
Angola	1	1	2
Antigua and Barbuda	1	1	2
Argentina	1	1	2
Armenia	1	1	2
Australia	1	1	2
Austria	1	1	2
Azerbaijan	1	1	2
Bahamas	1	1	2
Bahrain	1	1	2
Bangladesh	1	1	2
Barbados	1	1	2
Belarus	1	1	2
Belgium	1	1	2
Belize	1	1	2
Benin	1	1	2
Bhutan	1	1	2
Bolivia	1	1	2
Bosnia and Herzegovina	1	1	2
Botswana	1	1	2
Brazil	1	1	2
Bulgaria	1	1	2
Burkina Faso	1	1	2
Burundi	1	1	2
Cambodia	1	1	2
Cameroon	1	1	2
Canada	1	1	2
Cape Verde	1	1	2
Casakhstan	1	1	2
Catalonia	1	1	2
Cayman Islands	1	1	2
Czech Republic	1	1	2
Dominican Republic	1	1	2
Dominica	1	1	2
DRC	1	1	2
Ecuador	1	1	2
Egypt	1	1	2
El Salvador	1	1	2
Equatorial Guinea	1	1	2
Eritrea	1	1	2
Estonia	1	1	2
Ethiopia	1	1	2
Fiji	1	1	2
Finland	1	1	2
France	1	1	2
Gabon	1	1	2
Gambia	1	1	2
Georgia	1	1	2
Germany	1	1	2
Ghana	1	1	2
Greece	1	1	2
Greenland	1	1	2
Grenada	1	1	2
Guatemala	1	1	2
Guinea	1	1	2
Guinea-Bissau	1	1	2
Haiti	1	1	2
Honduras	1	1	2
Hungary	1	1	2
Iceland	1	1	2
India	1	1	2
Indonesia	1	1	2
Iran	1	1	2
Ireland	1	1	2
Israel	1	1	2
Italy	1	1	2
Jamaica	1	1	2
Japan	1	1	2
Jordan	1	1	2
Kazakhstan	1	1	2
Kenya	1	1	2
Korea	1	1	2
Kosovo	1	1	2
Kuwait	1	1	2
Kyrgyzstan	1	1	2
Laos	1	1	2
Lithuania	1	1	2
Latvia	1	1	2
Lebanon	1	1	2
Lesotho	1	1	2
Liberia	1	1	2
Libya	1	1	2
Liechtenstein	1	1	2
Luxembourg	1	1	2
Macao	1	1	2
Macedonia	1	1	2
Madagascar	1	1	2
Malawi	1	1	2
Malaysia	1	1	2
Maldives	1	1	2
Mali	1	1	2
Malta	1	1	2
Mauritania	1	1	2
Mauritius	1	1	2
Mexico	1	1	2
Moldova	1	1	2
Monaco	1	1	2
Mongolia	1	1	2
Montenegro	1	1	2
Morocco	1	1	2
Mozambique	1	1	2
Myanmar	1	1	2
Nicaragua	1	1	2
Netherlands	1	1	2
New Zealand	1	1	2
Niger	1	1	2
Nigeria	1	1	2
North Macedonia	1	1	2
Oman	1	1	2
Pakistan	1	1	2
Panama	1	1	2

C. Honors and Advanced Degrees

At the August 17, 1950 Commencement exercises the degree of Master of Arts was awarded to nine students: Borenice W. Hamilton, George R. Harbeson, Ruth L. Hulbert, Eileen M. Kowalski, Charles A. Lubetkin, Claire H. Mendell, Burton H. Reid, Flora A. Ryno, and Adra E. Tiessen. Three students were awarded the degree of Bachelor of Arts, with Sarah Lucy Gommoll receiving her degree Cum Laude and Second Honor.

At the Commencement on June 14, 1951, the degree of Master of Arts was awarded to five students: Marion K. Hopper, William C. Hosking, Francis K. Larsen, Ann R. Naddeo, and Daniel J. Wacker. At this time Carroll W. Smith was awarded the John F. Riddell Memorial Trophy and Traude Teutsch received the American Association of University Women's Award. Anne L. Hermes, First Honor Student, was graduated Magna Cum Laude, and six English majors were graduated Cum Laude. The Department takes pride in recording the bestowal of such high honors upon so many English majors.

D. Department Roster

- | | |
|--|---|
| 1. Professor of English | Edwin S. Fulcomer, Ed.D., Head, Department |
| 2. Associate Professor of English | Harold C. Bohn, A.M. |
| 3. " " " " | Lawrence H. Conrad, A.M. |
| 4. " " " " | William Paul Hamilton, A.M. |
| 5. " " " " | Russell Krauss, Ph.D. |
| | |
| 6. Assistant Professor of English | L. Howard Fox, A.M., Chairman, Division of Speech |
| 7. " " " " | James P. Pettegrove, A.M. |
| 8. " " " " | Frederic H. Young, Ph.D. |
| | |
| 9. Instructor of English | William A. Ballare, A.M. |
| 10. " " " " | Robert L. Dartt, A.M. |
| 11. " " " " | Annie G. Dix (Meiers), A.M. |
| 12. " " " " | Ellen Kauffman, A.M. |
| 13. " " " " | Irene Pennington (Reifsnnyder), A.M. |

Mr. Robert L. Dartt resigned to manage a small town newspaper in central New York and teach courses in Journalism at Colgate University, Hamilton, New York. Mrs. Hope C. Corso has been appointed his successor for 1951-1952.

Dr. Phipps of the Department of Integration will teach the 8th Grade of College High School during the first semester of 1951-52.

III PROBLEMS AND RECOMMENDATIONS

A. That an additional telephone extension be located in the English Department to serve the nine members of the Department whose desks are located there. At the present time the Department Head not only serves as messenger boy, but conferences of all types must also frequently be suspended while Department members answer calls or use the telephone for personal or professional purposes.

III PROBLEMS AND RECOMMENDATIONS (Continued)

B. That bookshelves above individual desks be added to the equipment of the English office to accommodate the text books and reference works constantly needed by department members.

C. That a typewriter, preferably new, but at least able to turn out decent copy, be supplied to the Head of the Department and the present machine be repaired and placed in the English office for Department members' use.

D. That the next appointment to the Department roster be a young, well-trained, experienced Junior High School teacher to teach at the 8th Grade level of College High School. Increasing attention to upper elementary grade materials and methods should be implemented with observations in College High School conducted by a trained Junior High School teacher. There should be opportunities for such activities, excursions, and out-of-school experiences as are now considered essential to a good 8th grade English curriculum. These experiences have lately been denied to Junior High School boys and girls in College High School because of lack of interest and experience and of freedom from required College services of the instructors who were assigned to these classes. An instructor who can make such teaching, supplemented with conferences with Junior and Senior English majors, his major responsibility, is urgently needed in the department.

E. Fourteen students were awarded Master of Arts degrees during the year, yet both the Summer Session and Extension Division registrations fell below the record of previous years. So few courses are now offered in both Extension and Summer Sessions that the failure of a single course to fill prevents many advanced students in the graduate division from undertaking their required or suggested program of studies. To encourage these students and future prospects for the Master's degree in English, the whole problem of Graduate Study in the subject matter areas of the College must be speedily, conscientiously, and impartially studied. Enrollment figures indicate that the Department of English is self-sustaining, or so nearly so that only a slight subsidy will be needed to support the kind of Graduate program the Department, the College, and the State Board of Education will be proud to acknowledge as a significant factor in the program of Higher Education of the State of New Jersey.

Respectfully submitted,

Edwin S. Fulcomer
Head, Department of English

August 27, 1951

ESF:fev

THE SECRETARY OF THE INTERIOR (Continued)

It is requested that the Department be kept advised of any change in the status of the project and of the progress of the work.

2. That a copy of the report be submitted to the Department for its review and approval.

3. That the Department be kept advised of any change in the status of the project and of the progress of the work.

4. That the Department be kept advised of any change in the status of the project and of the progress of the work.

Very truly yours,
John D. Brown
Secretary of the Interior

1917, 11, 10

1917, 11, 10

Diagnostic Test

Punctuate and capitalize where necessary:

1. Archimedes mathematician of ancient syracuse constructed an arrow shooting machine gun providing a weapon to repulse the roman troops from the walls of his city
2. While sitting in his bath Archimedes discovered the principle of specific gravity it was then that he jumped up ran into the street and shouted joyfyllv eureka English translation I ve found it
3. His joy was understandable for he had been/^{given}the task of determining whether some cheaper metal had been mixed with the gold which went into the kings crown
4. However Archimedes was not only the father of the physics of weight i e density of materials in their relation to water he also is considered by many one of the greatest mathematician astronomers having theoretica lly calculated the distance from the earth to the fixed stars this calculation according to some modern investigators is not too far from our modern results obtained by telescopes and yet Archimedes worked without the aid of lens instruments
5. However Archimedes labors to defend his city were frustrated in the following way the roman general Marcellus having found Syracuse unassailable from a military standpoint conducted negotiations with the Syracuseans about one of their citizens whom they wanted released when Archimedes he thought the city was now safe had returned to his beloved sciences and was deeply immersed in calculations a Roman centurion intruded upon him Archimedes was making a picture of a sphere in the sand when the Roman who may have mistaken him for a socerer rudely interrupted him Do not disturb my circles shouted Archimedes and was slain
6. Other sources however contend that the Roman squad was deliberately searching for Archimedes to carry him away as a prisoner of state Plutarch reports that Marcellus was grieved about the death of Archimedes whom he had greatly admired in spite of their military enmity

1. UNDERGRADUATE INSTRUCTION.

The undergraduate courses offered, as well as their enrollments, corresponded to those of last year. One obvious need remains: to reduce the enrollment per class so that instructors can get to know their students at least by name, so that they can give helpful "professional laboratory experiences" to their individual students, and so that they can exemplify the kind of teaching which our professional courses recommend.

It seems to be unanimously felt also that courses which meet only twice a week for fifty-minute periods, with five-day gaps between weeks, are necessarily inadequate; and that the advantage of having an Integration course each semester of a student's career is more than offset by the disadvantages of these brief, impractical courses. The most conscientious instructors find that they tend to forget their students in the five-day gaps; students must feel a corresponding experience.

A corresponding inadequacy is felt in some Elementary Education courses. At present there are nine of these two-credit courses: Int. 200A, 472, 473, 474, 475, 476, 477, 478 and 479. Furthermore, because of lack of sequence in many students' programs, there is considerable overlapping in these courses which might be unnecessary if there were more correlation among them. As it is, although efforts at correlation have been made, adequate correlation is extremely difficult unless various courses are scheduled so that they may occasionally meet together (e.g., Int. 472 and 477) or unless two (Int. 472 and 473) are taught by the same instructor with the same students. If more correlation were made possible, or if a course were held for two consecutive hours once a week, it would be possible also to hold field trips to good demonstration schools.

The possibilities resulting from the new state requirements (i.e., 6 s.h. for a temporary certificate; 18 s.h. for a provisional certificate or a minor; and 30 s.h. for a limited certificate) also should be studied in the coming year.

These recommendations, therefore, are made:

Recommendation No.1: That no basic Integration class be permitted to enroll more than thirty-five students, and that the average size of such classes be not more than thirty students.

Recommendation No.2: That four three-credit courses (one each year) in addition to the two-credit Practicum be considered to replace the present six-two-credit courses: Int. 100, 200A, 200B, 300A, 300B and 400A.

Recommendation No.3: That possibilities of correlating or combining certain Elementary Education classes be considered further.

Recommendation No.4: That possibilities in the new state requirements for Elementary certificates be studied.

II. "PROFESSIONAL LABORATORY EXPERIENCES"

This term is used by the A.A.C.T.E. to include all the active experiences (beyond reading, research, attendance at lectures, discussion, writing, etc.) which might prepare a student for teaching.

Observations, participations, and teaching in the College High School

The use of the College High School has often been limited because of schedule difficulties - i.e., the C.H.S. instructor and the students observing him have not all been free before the demonstration to discuss aims and needs, or after the demonstration to discuss results. The only way to assure such preliminary and follow-up discussion for instructors and students seems to be to free all the students in a pertinent college class for observation in the C.H.S. at the same hour. Ideally, the instruction in the college class and the C.H.S. class should be given by the same person.

We have planned to eliminate some of these schedule difficulties next year. If possible, systematic observations with due preliminaries and follow-ups should be made by all students in every year, possibly every semester, of their college careers. They have not been made in some departments until *the* Junior or even the Senior year because of schedule difficulties.

There seems to be no reason for limiting C.H.S. experience to observation or to participation with individual pupils. In the junior and senior years especially, it is of great advantage for students to get experience in teaching a whole class, even for only part of a period. Such experience can apparently be given without interfering with an adequate number of demonstrations by the college faculty member concerned.

Recommendation No.5: That the results of the new plans for the correlating of the College and C.H.S. schedules should be observed, and the remaining needs mentioned above, should be considered by all department heads, the C.H.S. principal, and the administration.

An evaluating committee last fall pointed out various needs in the C.H.S. Faculty members are aware of further needs. The most urgent need seems to be a schedule which will permit more constant guidance or supervision of pupils - i.e., a schedule (a) with ~~a~~ shorter lunch period for most pupils (now over two hours for pupils not in music organizations), (b) with more home-room or assembly time, and (c) with fewer, if any, excuses from class for athletic events before 3:30 P.M.

There has been an assumption that the college faculty members who teach in the C.H.S. do not wish to participate in this outside-the-classroom guidance and supervision. My experience has been that they unanimously would like to help meet such needs as those just mentioned and implied.

The new C.H.S. principal will undoubtedly find better ways of meeting the needs, as well as make better analyses of needs, than those just given. Consequently, the following ~~re~~ recommendations are tentative:

Recommendation No.6: That meetings of the C.H.S. principal and the department heads, as well as perhaps all C.H.S. teachers, be held occasionally to consider C.H.S. needs.

The effort this spring to have department heads consider admissions, dismissals, and probation seems to have met ~~with~~ other important needs, the presence of which has tended to undermine the school morale.

Recommendation No.7. That department heads collaborate with the C.H.S. principal, as well as with the College Administration, next spring in determining C.H.S. admissions, dismissals, and probations.

Other professional laboratory experiences prior to student teaching.

C.H.S. experiences, supplemented by observations in public schools, cannot give college students all the preliminary professional laboratory experiences they need - primarily because they are necessarily few and brief. From their entrance as freshmen, students need the college as a whole to enforce professional standards and to supply various experiences. If some faculty members or phases of extracurricular life are lax in their standards, results will often be undesirable. Entering freshmen need, in particular, to be told specifically of their responsibilities in meeting these standards and getting these experiences.

It has been with these needs in mind that the department heads and members of the Integration Department have been developing a plan for administering preliminary professional experiences and professional standards. A copy of the present tentative plan, which represents a third or fourth revision of plans distributed to the above faculty members for comment, is appended to this report. Such a plan would help materially to integrate our educational efforts. At present it is still very tentative, for it has not been discussed with most faculty members.

Recommendation No.7: That, as early as practicable, in the fall (probably after the November election) the administrative and department heads, among others, and later the entire faculty discuss the needs for these preliminary laboratory experiences and ways of administering them, with the prospect of putting policies into effect sometime in the coming year.

A week of elementary-school experience in the junior year

This experience was provided this year for the first time, November 13 to 17. The need was three-fold: (a) a more realistic understanding of elementary and public school teaching and, therefore, of certain college courses: (b) a deeper interest in teaching,; and (c) better preparation for senior-year student teaching.

Plans for the week were developed last year in discussions with department heads, Integration Department members and others. Preliminary discussions with students, aided by mimeographed plans and outlines for logs covering the experiences of the week, were held in Integration 300B classes under Dr. Smith and Mr. Morehead, as well as in the elementary-education classes of Miss Bristol, Dr. Phipps, and others.

On October 13 we wrote the schools our requests for placements for the week. By November 10, all 233 students concerned had been accepted by either the schools they most preferred or their second choices. 30 of the prospective 263 student teachers of 1951-1952 did not make the Junior Week visit because of having more than six s.h. in non-junior classes. These thirty students were excused at the requests of department heads or the dean. The ready acceptance of all these 233 students was remarkable in light of the fact that no compensation whatever was offered the training teachers.

Our public relations did not suffer. No student found a cold reception. Most were heartily welcomed. The only adverse criticisms were that in about twenty cases the principals or training teachers had not been given sufficient warning by their school administrators, and that the visit should have been a week longer.

Other results were astoundingly good. The letters of appraisal requested from the schools have been invariably complimentary - not necessarily concerning the students' teaching, but concerning their potential abilities and their effort to meet responsibilities. Every student without exception wrote in his Log that he found the week to be valuable. Most students were extravagant in their praise, many expressing the hope that they were setting a precedent for future juniors. Integration Department members who discussed results with juniors in their classes (Miss Bristol, Dr.Phipps, Dr.Smith and Mr.Morehead) are all convinced that the week was an outstanding success and is making college classwork far more meaningful.

All department heads also approved the week strongly. It is true that these 233 juniors missed classes for a week. Two comments may be helpful here. Some class absences could be prevented hereafter by warning juniors not to register for non-junior courses unless necessary. Secondly, teachers colleges have a longer acedemic year than other colleges for the very purpose, I understand, of providing such experiences as those of our junior wee. Liberal Arts colleges generally have sixteen-week semesters inclusive of examinations and minor holidays, sometimes inclusive also of registration. This year Montclair had eighteen-week semesters exclusive of registration.

Also the Logs were read by Dr.Phipps and appraised by him. Some were used by other faculty members in their classes, as well as by students. Other results of the week were discussed in the Integration classes mentioned above and doubtlessly elsewhere.

Recommendation No.8: That the week of elementary-school experience for juniors be repeated next year, preferably in late October.

Recommendation No.9: That the possibility of warning juniors not to register for non-junior classes the first semester be considered.

Student Teaching in the Senior Year.

The numbers of student teachers by departments and semesters this year were as follows:

<u>DEPARTMENT</u>	<u>FIRST SEMESTER</u>	<u>SECOND SEMESTER</u>	<u>TOTAL</u>
Social Studies	13 - (5 graduates)	57 - (6 graduates)	70
English	9 - (5 "	53 - (2 graduates)	62
Bus.Education	13 - (1 "	35 - (1 graduate)	48
Mathematics	2 - (--	30 - (3 graduates)	32
Science	3 - (2 graduates)	15 - (1 graduate)	18
Language	0 -	26 - (1 graduate)	26
Music	1 -	11 -	12
	41	227	268

These numbers represent a reduction from a total of 373 in the preceding year; 89 the first semester and 274 the second. Next year the number of student teachers already registered is 263; 16 the first semester and 247 the second, distributed as follows:

<u>DEPARTMENT</u>	<u>FIRST SEMESTER</u>	<u>SECOND SEMESTER</u>	<u>TOTAL</u>
Speech		9	9
Social Studies	6	48	54
English	3	56	59
Business Education	3	44	47
Mathematics	1	26	27
Science	2	18	20
Language	1	31	32
Music	0	15	15
	<u>16</u>	<u>247</u>	<u>263</u>

There will undoubtedly be slight changes in these totals -- the addition of a few graduate students who come to the summer session, and the elimination of undergraduates who go into the service.

One important, recurring need arose in the administration of our student-teaching program: the need of having excellent supervisors represent the College. One training teacher and her school (Bogota) for instance, requested in writing that we not send a certain college supervisor for a second visit. That supervisor, acting for the Integration Department, had little or no experience in high school teaching, little confidence in dealing with the major field of the student teacher, and little experience in dealing with the type of training teacher involved. A few similar cases, but involving somewhat less insistent criticism, have occurred every year. The following recommendation, therefore, would be helpful to our public relations, as well as to our student-teaching program.

Recommendation No. 10: That we assign as supervisors of student teachers, as a rule, only faculty members of considerable maturity and experience in high school teaching.

Another possible change in the program should be considered. Especially for placement but also for purposes of having adequate follow-up experiences for student-teachers who show pronounced deficiencies, it would be helpful to have student-teaching earlier than the last semester of the senior year. The difficulties of arranging to have integration and methods courses early enough to warrant this earlier period would necessitate considerable change in the college schedule. Nevertheless, it might be well considered. An alternative and apparently preferable plan would be six or eight weeks in the junior year and six or eight weeks in the senior year.

III. PLACEMENT

Our placement bureau has been as active and as much in demand from employers as perhaps ever before in our history. The final results will probably be most gratifying.

The final number of placements by fall has risen year by year for the past three years, but will necessarily be smaller this fall because of our much smaller number of student teachers this year -- ninety fewer than a year ago. Last fall the final placement record showed that of 350 undergraduate student teachers only 27 were available for placement in the fall. As usual, these few students either refused to accept positions which were not within easy commuting distance or at the high school level, or had personal qualities, especially racial, which made them undesirable in the eyes of the employers.

Ironically, this year when the placement record has probably been the best in the history of the College, there came the most pronounced adverse criticism from students. This criticism died down almost completely in a few days because of student confidence that the problem was far less serious than supposed and that steps will be taken to solve it. The problem, in brief, is to avoid partiality - to avoid calling some students for half a dozen interviews with employers and other students not at all; and especially to give due opportunities to members of minority groups.

The critics overlooked these practices here, among others: the practice of notifying all seniors of the great majority of vacancies, and that of showing employers who come to the college the full file records of all students. What is more practicable, is a question.

Recommendation No.11 That the possibilities of eliminating supposed partiality further from our placement practices be further discussed in the late fall.

IV. GRADUATE INSTRUCTION.

Classes offered and enrollments

<u>FIRST SEMESTER</u>	<u>SECOND SEMESTER</u>
Int.A408 - 43 Students	A410 - 32 Students
A409 - 23 " "	A440 - 17 "
A476 - 43 "	A474 - 14 "
A500A- 85 "	A500B - 33 "
A500D- 44 "	A500C - 73 "
A500F- 54 "	A500E - 65 "
A503 - 75 "	A500F - 42 "
A504A- 37 "	A502A - 22 "
A508A- 25 "	A503 - 45 "
A515 - 55 "	A504B - 37 "
A517 - 41 "	A505 - 43 "
A520 - 27 "	A518 - 52 "
A530A- 20 "	A521 - 39 "
A535A- 42 "	A532 - 60 "
A548 - 27 "	A551 - 48 "

The large number of students enrolled in most classes constitute a serious problem in that an Integration major can earn an M.A. degree without ever getting to know any of his instructors well or doing any extended individual study. The comprehensive examination required of every student in the spring before degree awards in June or August, assures that every student will study eight to ten broad questions thoroughly over a two-month period. Yet, there is obvious need for more extended individual work. Two possible ways of meeting this are through seminars and through internship accompanied by individual guidance.

The proposals of Dr.Morrison of extended seminars involving active experience with children or community relations may meet this need for some, if not all, students. The proposals for internship which I made for the Co-operative Project in Educational Administration sponsored by the Kellogg Foundation and discussed in conferences called by Dr.Bosshart this spring, may meet the need for some administration-and-supervision candidates.

Recommendation No.12 That the possibility of requiring one or more seminars, enrolling not more than twenty students each, or the alternative of internship be considered.

V. MISCELLANEOUS -- ASSEMBLIES

Prominent among other activities of the Department was the holding of nine assemblies. Their dates and outside speakers were:

Late Oct.: Dr. William H. Kilpatrick (Assembly and afternoon discussion.)

January: "Senior Morning." - Dr. O.J. Moulton of Ocean Grove and
Miss Doris Friler of Bloomfield Jr. High School

March: Mid-term meeting of student teachers. Dr. Lester Ball of Millburn.

May and June: Three assemblies with campus speakers: Dr. Sprague, Dr. Partridge and senior class officers, respectively.

Three assemblies with the following outside speakers:
Dr. C.C. Hinchey, Supt. of Schools in Montclair.
Dr. Brown, member of U.S. Delegation to the U.N.
Dr. Fred Hipp, executive secretary of the N.J.E.A.

All of these assemblies were considered by students and faculty members alike to be decidedly successful. It is worth noting that attendance was required ~~at~~ at all of them - of all juniors and seniors at the Kilpatrick meeting, and of all seniors at the other meetings. These students were required to hand in attendance slips at the next meeting of their integration classes. A negligible opposition to this requirement was evident at the October assembly. None was voiced at the others.

Next year, besides nine assemblies corresponding to those above, we might well have at least two others - in November and December. An October assembly might be well for juniors and seniors in anticipation of their student teaching. One in November might well be for freshmen and sophomores, and concern psychology and education. One in December might be well for seniors, as well as perhaps juniors, and concern preparation for visiting day, interviews, and beginning teaching. An effective outside speaker would be desirable at each meeting.

Recommendation No. 13: That the eleven required assemblies mentioned above be held, with outside speakers provided for eight of them.

M. G. Fraser.

(TENTATIVE)
(To be filed in Registrar's Office)

Name of student	Date
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SPECIAL ATTAINMENTS ESSENTIAL FOR TEACHING

Every faculty member should report every student who, after his first month at College, is clearly deficient in any of the following three items. The student will be notified of every such report. He must thereupon give evidence of improvement by securing a faculty member's favorable report on this blank within one month.

ATTAINMENTS REQUIRED	CHECK ITEM	DESCRIPTION OF THE DEFICIENCY OR THE IMPROVEMENT
1. Clarity and correctness of speech.		
2. Correctness in written English.		
3. Good manners and general appearance.		

"PROFESSIONAL LABORATORY EXPERIENCES" NOT PROVIDED BY CURRICULUM COURSES

Every regular student must do well in each of the first four experiences below before his junior year, and in the last two experiences when assigned them by his department. Transfer students must meet all requirements before their semester of student teaching. (Juniors and seniors in 1951-52 must complete two of the first four experiences, as well as the last two if assigned them.)

Any designated faculty member may report a student's experience on an item (a) when the experience has been as long and rich as can reasonably be expected and (b) when the student has definitely shown the promise desired in a prospective teacher. The student is responsible for getting faculty members to provide or to appraise these experiences.

EXPERIENCES REQUIRED	CHECK ITEM	DESCRIPTION OF THE EXPERIENCE AND APPRAISAL OF STUDENT'S ACHIEVEMENT
1. Active, helpful participation in an extra-curricular activity for one year (To be reported by sponsor.)		
2. Active, helpful participation in a community activity--e.g., scouting, play ground work, Sunday School, political work. (To be reported by any faculty member with first-hand knowledge.)		
3. An effective oral, classroom report or demonstration, followed by leadership of class discussion. (To be reported by the instructor in any course)		
4. Interview on personal qualities for teaching, including enthusiasm, poise, resourcefulness, forcefulness, tact. (To be reported by any faculty member who has taught the student at least one semester.)		
5. Participation in CHS teaching. (To be reported by the CHS instructor.)		
6. Non-course projects assigned by major department. (To be reported by a department member.)		

Signature of faculty member reporting.

Report of the Foreign Language Department for 1950-51

Latin

Development and Trends

1. High School. The reading of Latin aloud in thought groups is emphasized. The development is away from formal composition and grammar toward a study of 1) the manner of expression in Latin 2) an evaluation of the past by a critical comparison of similar human activities in the present. Thus in respect to 1) we have a correlation with the English language and with respect to 2) an education in respect to the meaning of citizenship, character etc.

2. College. An effort has been made to introduce more meaningful material from the classical authors. The students study the thought groups in logical order, then attempt to think in the language as each group is read aloud. Composition is relegated to a minor position, and treated as supplementary material to emphasize the main differences between English and Latin. Much of the work is done orally. The study of Latin is approached from an historian's view point with an effort to give the student teacher a background which will be most useful to transmit to his future pupils.

Special features and accomplishment

1. The wire recorder was used often in the class room to test and to emphasize special difficulties of sentence construction.

2. In place of film strips, there was daily use of mimeographed sheets with the phrases and sentences arranged in vertical columns. These imitate the film strips; but have the value of daily use because they are based on the day's lesson.

3. The High School and the College took trips to the Metropolitan Museum in New York for a lecture by Dr. Hatch on the Classical Antiquities. The Inter Nos club and the Collegium saw FABIOLA and the play, OUT OF THIS WORLD. Movies were shown in the College on the Roman Ruins in England, France, and Italy. The High School attended the illustrated lecture given in Newark by Mr. Carr on his trip to Italy. This year the High School group has joined the Junior Classical League of America. A voluntary Greek class has been started in the High School with ten students from HS and College attending.

4. Dr. Hatch read a paper before the N.J. Classical Association in March at New Brunswick on Selling Latin.

Recommendation: Mrs. Knecht, because of meritorious service, should be elevated in rank to Assistant Professor. Her devotion and achievement are not likely to be excelled. It seems altogether proper to reward her honest, successful efforts with a promotion for which she is qualified.

It is also found that the results of the study in the various groups is consistent. The findings in each of the groups are consistent with the results of the study in the other groups. It is also found that the results of the study in the various groups is consistent. The findings in each of the groups are consistent with the results of the study in the other groups.

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French

Developments and Trends

1. New emphasis is being put on student observer activities such as the teaching of dancing, singing and games in the High School. We are experimenting with records made by our native teachers to be placed in the homes in order to stimulate practice and interest in pronunciation and conversation.

Special Features and Accomplishments

Miss Tonone's French Club again went to Laval University, Quebec, and put on a successful dance festival for the student body there. As a result, we received four student scholarships for the summer course. With the group went our French exchange student Mlle. Judeau. She was given a teaching post for the summer. The Egyptian girl, Miss Nina Salto, also received a scholarship because of her abilities. Miss Tonone and her French Club, through the sale of plates, financed the trip for our students and at present have several hundred dollars in the bank. Miss Tonone raised a large sum of money for the Bond issue by a raffle of plates.

Mrs. Cressey organized a Shrove Tuesday celebration for her French Club in the High School. In addition the Senior class had a French dinner in the spring. Mrs. Cressey has acted as Treasurer for the foreign exchange group. There were two students of ours abroad, one at Toulouse, the other at Rennes. Mrs. Cressey and Dr. Hatch attended the dinner in New York fostered by the Junior Year Abroad Study Group. Our college French group took part in the reception for the President of the Republic of France at the Waldorf Astoria. The Montclair group was on the stage, and a record of the song they sang was beamed to France by the Voice of America after a speech by the President of France.

During the year our French exchange student, Mlle. Judeau, went to talk at many HS French clubs throughout the state. Mrs. Cressey and Miss Tonone arranged a tea at Montclair where Mlle. Judeau was introduced to HS groups invited here for the occasion. Mrs. Cressey has been active in sponsoring ticket selling for the Alliance Francaise and trips to the United Nations as student projects. Our students also served as ushers at the French movie "From Coast to Coast".

Problems and Recommendations

We need to raise 500. per year per student to effect a direct exchange with France so that our contacts abroad may be maintained. We should like to see from at least four to five students go abroad during their Junior Year. The problem of financing this is very difficult owing to the rise in costs here. We need a Modern Language Laboratory where the students may practise with modern technical devices for improving their comprehension and expression. We are far behind leading language schools in this respect.

Mrs. Cressey has served as Assistant Professor from 1937-195- and has all the qualifications for promotion. Because of her loyalty and devotion as well as because of the quality of her distinguished service, I recommend that she be advanced in rank this next year.

Spanish

Developments and Trends

Spanish has been introduced into the HS in the eighth grade. This answers a need of the department. There is now an opportunity for observation on the part of our college students. Spanish will later also start in the 10th grade. French will alternate in these starting positions. Thus a student in the HS will have the choice of a beginning language in the 8th, 9th or 10th grade: French or Spanish the 8th or 10th, and Latin in the 9th.

Spanish folk dancing is to introduced into the HS, and taught by student observers from the college. The Spanish Syllabus, prepared by the State group, is being used. We are expecting to make records to be placed in the homes of the students for practice.

Special Features and Accomplishments

1. A Pan American Program was arranged by Miss Escoriaza and Miss Peloro, in which many HS from all over the State participated. The program filled the amphitheatre. Some special dances were performed on this program by members of the college.

2. Programs were given by Montclair students in the following HS: Bloomfield HS, Glen Ridge HS, Verona HS.

3. Programs were furnished the following Community Clubs and Associations:

- a) Foreign Language Association
- b) Business Women's Club of Montclair
- c) Caldwell Cosmopolitan Club
- d) Montclair State Teachers Alumni Association
- e) Forest Hills University Womens' Club

4. Students went out to give dancing lessons to the following grammar schools:

- a) Montclair Bradford School-6th Grade
- b) Newark-18th Ave.-5th grade

5; Numerous puppet demonstrations

Problems and Recommendations

Owing to the illness of Miss Escoriaza and the leave of absence of Miss Peloro, the dancing program has been curtailed. Substitutes are instructing in the principle courses. The Spanish group also needs to raise money for exchange students and needs a laboratory for practice. Serious consideration should be given to the introduction of a course in GENERAL LANGUAGE in the 7th grade to supplement Mrs. Knecht's college course, and to lay the groundwork for the subsequent language program in the HS.

Summer Work

Miss Tonone traveled in France.

Miss Escoriaza traveled in Spain.

Mrs. Knecht took a course in Chaucer at Columbia.

Dr. Hatch earned 6 graduate credits in Spanish at Middlebury College.

Respectfully submitted,

Aldis B. Hatch, Jr.

Aldis B. Hatch, Jr.
Head, Department of Foreign Language

REPORT OF THE MATHEMATICS DEPARTMENT

FOR
ACADEMIC YEAR ENDING
SEPTEMBER 10, 1951

I. TRENDS AND DEVELOPMENTS:

The problem of professionalizing the teaching of mathematics is always pertinent, always in our minds. Without a lively interest on the part of instructors it is possible for some students to observe the teaching of mathematics in the college high school for three years and to observe only as a high school student might observe. The objective we seek is to have him, early in his college career, develop that critical attitude which is essential to his future success as a teacher. We do make some progress each year; but awareness of the problem must be continuous on the part of the entire mathematics staff.

The opportunity afforded juniors to observe for a week in the public schools was a step in the right direction. The conduct of Mathematics 308 where juniors in mathematics observe the teaching of seventh and eighth grade mathematics and have an opportunity to discuss the problems that arise with the instructor is also a help in professionalization of subject matter. Freshmen and sophomore observers are used as internes in the classes they observe by most of the mathematics instructors. The procedure is a good one.

The College High School pupils are, in large part, headed for college. Only part of them, however, will major in mathematics, science, or engineering in college. About one-third of them take the senior course in mathematics. For the other two-thirds there should be offered a semester course in Consumer Mathematics. This course should not stress computation but should teach the common needs of any boy or girl going away to school in the handling

REPORT OF THE COMMISSIONER OF THE GENERAL LAND OFFICE

FOR THE YEAR 1891
PRESENTED TO THE HOUSE OF COMMONS
BY COMMAND OF PARLIAMENT

LONDON: PRINTED BY THE STATIONERY OFFICE, 1891.

The following is a summary of the work done by the General Land Office during the year 1891. The Office has been busy in the discharge of its duties, and has been successful in carrying out the various schemes which have been submitted to it. The work has been done in accordance with the instructions of the House of Commons, and the Office has been able to keep the House informed of the progress of the work. The Office has also been successful in carrying out the various schemes which have been submitted to it. The work has been done in accordance with the instructions of the House of Commons, and the Office has been able to keep the House informed of the progress of the work.

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1891

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of money and in running his own economic affairs.

Reports about the success of former mathematics majors who are teaching in elementary schools are heartening. Of particular interest is the fact that so many of those students who were outstanding in their mathematical ability have demonstrated greatest success in teaching the lower grades. However, it is hoped that the need for forcing students to take courses in elementary education need not be applied to the freshman class entering this September. This class will graduate in June 1955. By that time the peak enrollment in the elementary school will have reached the junior high school. Experience in the elementary school is valuable for the future high school teacher. However, it is difficult for these teachers to change later on from the elementary school to the high school. This fact will leave many teachers, prepared to teach in high school and wishing to do so, with a deep sense of frustration.

A larger problem, one related to the public high schools, is of concern to the mathematics staff of the college. Back in the twenties the high school had interest largely for the college preparatory student. Courses in mathematics were selected for him and were keyed to his pace. No provision was made for the pupil who was unable to succeed in college preparatory mathematics.

In 1925 we began a study in the East Orange High School to determine what mathematics courses were most palatable, and most functional for the non-college preparatory student—courses in which he had a fair chance of success. The experimental work with New Jersey teachers was continued from the Montclair Teachers College and addresses urging care for these students were made in many parts of the United States during the next ten years. The results have been gratifying. Few large high schools today fail to offer courses in General Mathematics. But many of the schools have let

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the pendulum swing too far and have lost sight of the importance of that small group of students who, with proper training, will become our future leaders in mathematics and science. There was never a time in our history when there was so great a need for the training of these future leaders. So we need today a complete overhauling of the curriculum in college preparatory mathematics to make it more adequate to train future mathematicians. To quote from an address Dr. Mallory made at Pittsburgh:

"The present College Preparatory Courses in high school are largely out-of-date. Since the report in 1923 on the Reorganization of Mathematics there has been no critical study of high school mathematics. Much of the mathematics we teach today is little changed from that that was taught seventy-five years ago.

High school mathematics needs to be studied in the light of its use by students in higher mathematics. It is absurd to spend so much time solving oblique triangles in trigonometry as though every student needed to know about surveying as in frontier days. It is stupid to spend so much time on demonstration in plane and solid geometry when any bright student can master the meaning and use of a demonstration in one semester.

"The topic of locus furnishes a fine example of how mathematics, which is useful in a student's future studies, can be introduced. Through locus the Ivory Tower of Geometry can be broken down and the present course in Geometry can become a course in mathematics, integrated and correlated. Thus the student will study related algebra, trigonometry, three-space problems and analytic geometry in preparation for the mathematics he will study in college."

The Commission has the honor to acknowledge the receipt of your letter of the 10th inst. in relation to the proposed amendment to the Constitution of the State of New York, and to inform you that the same has been referred to the proper authorities for their consideration. The Commission has the honor to inform you that the same has been referred to the proper authorities for their consideration. The Commission has the honor to inform you that the same has been referred to the proper authorities for their consideration.

The Commission has the honor to acknowledge the receipt of your letter of the 10th inst. in relation to the proposed amendment to the Constitution of the State of New York, and to inform you that the same has been referred to the proper authorities for their consideration. The Commission has the honor to inform you that the same has been referred to the proper authorities for their consideration. The Commission has the honor to inform you that the same has been referred to the proper authorities for their consideration.

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Probably the most valuable contribution made by the mathematics staff to the course of education in New Jersey is in the services it gives to teachers of the state. Through the instruments obtained by Dr. Partridge it is hoped that the lending services of the laboratory can be expanded. At present exhibits of mathematical models, with typed explanations, are lent to schools. It is hoped that a similar short-time loan of transits may also be made. Mr. Kays makes a full statement later in this report on the usefulness of the laboratory.

Services of the staff to the state and to the nation follow:

Dr. David R. Davis

Dr. Davis attended these conventions:

N.J.T.C. Association at Trenton, October 20, 1950

N.J.E.A. Convention, Atlantic City, November 10-11, 1950

N.J. Math. Assc., New Brunswick, May 5, 1951

N.J.T.C. Assc., Trenton, May 11, 1951

As chairman of the New Jersey Teachers Pension and Annuity Fund Committee, investigation of the rules and regulations of the fund were made which resulted in a report of certain recommendations concerning disability and retirement benefits to the annual business meeting of the Association. Sessions of the Graduate Committee have been attended. The function of the Committee is to discuss, clarify, and evaluate rules and regulations governing graduate work at Montclair.

Another book has been completed. It is "The Teaching of Mathematics", published by Addison-Wesley Press, Cambridge, Mass., June 1951.

Professor Paul C. Clifford

Professor Clifford was elected President of the New Jersey Association of Mathematics Teachers; Program chairman for the 1950 meeting at Atlantic City; member of the Editorial Board.

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He was re-elected President of the Association of State Teachers Colleges and continued serving as chairman of the Salary Committee of this association. He served as chairman of the Annual Institute at Trenton. As President of this Association he served as chairman of the meeting devoted to Teacher Welfare of the Eastern States Association of Professional Schools for Teachers.

He was a member of the Board of Governors of the Council of State Employees and arranged the Regional meeting held at Montclair and was a member of the Executive Committee which conferred with the Governor on State Employment Problems.

He spoke on Employee Relations with the A.A.U.P. of Rutgers University.

He is a member of the Advisory Committee of the Metropolitan Section of the American Society for Quality Control and was elected an Editor of the Journal of this Association "Industrial Quality Control". He attended the National Convention at Cleveland and the regional meeting at Princeton. He wrote one paper which will appear in "Industrial Quality Control".

He conducted with Dr. Ellis Ott, the Rutgers Conference on Quality Control and taught a course in "Statistics for Engineering Research" for the same institution. He conducted a series of meetings on Quality Control for the Curtiss Propeller Division of Wright Aeronautical Corporation and is now doing consulting work on statistical research for the Alford Carton Company and the Continental Paper Company.

He has made these talks on Quality Control:

Rutgers Meeting - Fundamentals of Quality Control

Army Ordnance Inspection Control - Acceptance Sampling (4 talks)

Annual Meeting - American Society of Mechanical Engineers

Visual Aids for Presenting Quality Control

General Electric Company - New York City, Syracuse, Pittsfield, Lynn

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Radio Corporation of America - Harrison
 American Cyanamid Company - Bound Brook
 Middle Atlantic Conference - A.S.Q.C., Philadelphia
 Washington Section A.S.Q.C.

Columbia University Conference on Quality Control

He has several more talks scheduled for General Electric

Professor T. R. Humphreys

The former report year ended and this report year began with his attendance at the International Congress of Mathematicians held at Harvard University and Massachusetts Institute of Technology, Cambridge, Massachusetts. He also attended a session of the Econometric Society which was meeting the same week at Harvard.

During this year he has continued his attendance and participation in the activities of a number of professional groups in this Metropolitan area.: Section 12 of the New York Society for the Experimental Study of Education, Friends of Scripta Mathematica, the Atlantic City, Newark, and New Brunswick meetings of the Association of Mathematics Teachers of New Jersey, and the spring meeting of the Mathematical Association of America.

He also attended the October and April meetings of the American Mathematical Society held in New York City, the October and Spring meetings of the New Jersey Association of State Teachers Colleges held at Trenton and the Montclair meeting of the Essex County Chapter of the Council of State Employees.

Mr. Sensale interested certain members of Apehsteon in sponsoring mathematics clubs for the college high school groups. The seventh grade group, that Mr. Humphreys taught, with a little encouragement, made an excellent response. Their interest and enthusiasm led them to hold a meeting of their mathematics club each week throughout the school year. The

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college students, William Koellner and Mary Radov, obtained valuable experience and did excellent work in serving as sponsors of this mathematics club. This club mimeographed a mathematics newspaper as one of their activities.

The meetings of the College High Parent Teacher Association and associated talks with parents have continued to make for effective understanding and guidance of the seventh grade students with whom he worked.

He participated in the meetings and activities of the M.S.T.C. faculty committee on Television in Education. This committee with the cooperation of the Dumont Company and other members of the M.S.T.C. faculty planned and executed a number of closed circuit television programs demonstrating effective classroom teaching to all groups viewing the sets on the circuit. The college also sponsored a weekend conference on Education in Television. As a member of the committee he participated in trips to the Dumont Plant at Clifton and to the Wacy's Special Services Research Center on Long Island. These trips indicated the variety of materials and methods available and being used in certain training programs with implications for schools and adult education.

He has continued his study and planning of research in mathematics education using the facilities of M.S.T.C. and Columbia University. The present summer has included library research activities, some practical problems of consumer buying and work as Book Review Editor of the New Jersey Mathematics Teacher.

His community activities have included meetings of the Edgemont Parent Teacher Association, the annual meeting of the Council of Social Agencies of Montclair and assistance in the Y.M.C.A. drive. He also served on the Education Committee, the Standing Committee and the Nominating Committee

1. The first step in the process is to identify the problem or issue that needs to be addressed. This involves gathering information and understanding the context of the situation.

The results of the study show that the use of the
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study. The results of the study are as follows:
9. The use of the computerized data system was found to be a
valuable method for the collection and analysis of data in the
study. The results of the study are as follows:
10. The use of the computerized data system was found to be a
valuable method for the collection and analysis of data in the
study. The results of the study are as follows:

-8-

of the First Baptist Church of Montclair. He also represented the church at the annual Laymen's Conference held at Peddie School in June.

He has spoken with individuals and contacted his State Representative and Senator when the important bond issue was being considered. He continued to assist in informing his friends, acquaintances and others whom he met of the needs of M.S.T.C. and the importance of their support of the bond issue on the November ballot.

He continues to enjoy his work at Montclair with its activities of instruction, training, guidance, and mutual development of students, practice teachers, teachers in service, colleagues of the faculty and other associates.

Mr. G. W. Kays

Mr. Kays is a member of the following professional organizations

The National Council of Teachers of Mathematics

The New Jersey Association of Teachers of Mathematics

The Mathematical Association of America

Kappa Mu Epsilon

Phi Delta Kappa

He has participated in the following professional activities:

At the August 1950 Institute for Teachers of Mathematics held at Tuft's College, Mr. Kays was in charge of the junior college section of the laboratory courses offered there. At that time an exhibit from the laboratory at Montclair was shown.

At the 1951 Institute for Teachers of Mathematics, Mr. Kays would have been in charge of the senior high school laboratory classes and would have planned the exhibit from Montclair to supplement this class, had he not been called into the armed services.

The October meeting of the Robert Treat Junior High School was addressed by Mr. Kays on the topic of "Flatland" appropriate aids from the laboratory were presented to this junior high school group.

In a talk to the Metropolitan Society for the Experimental Study of Education in November, the topic of the use of teaching aids and the laboratory in the high school was presented in a talk entitled "The Use of Teaching Aids".

Two articles on applications of mathematics and one dealing with a project to be made in a high school mathematics laboratory class were published in the New Jersey Mathematics Teacher. In addition Mr. Kays has published one book review in that magazine.

The Newark School System held a "Mathematics Fair" at the Arts High School on April 25. At this function the exhibit was planned by Mr. Kays. The exhibit took the form of several devices and interesting aids to be shown to the 400 Newark students who attended. Each of these aids was explained by a Montclair student who had been assisted by Mr. Kays in background and methods of presentation. Each student had prepared a poster explaining and advertising his device. This program was supervised entirely by Mr. Kays. Such topics as stereoptics, surveying, the abacus, and others were shown. The reaction to this exhibit was favorable and many Newark teachers and others visiting from nearby towns showed interest in such displays. This program of student help in such exhibits has been adopted as an activity for the mathematics clubs at Montclair. As a further activity the program in the auditorium at this fair had as one of the speakers a Montclair student who discussed measurement in the junior high school. Following this talk a souvenir hypsometer (surveying device) made in the laboratory at Montclair was distributed to the audience. The manufacture

-10-

of this device and the appearance as a finished article was somewhat hampered by the lack of ditto facilities in the laboratory. In addition, the distribution of dittoed illustrations and literature explaining the mathematics program at Montclair was impossible. However, the fair did arouse interest in the Montclair Mathematics Laboratory and the eleven students who assisted in the program gained valuable experience.

In addition to the repair and maintainance of the regular laboratory equipment, Mr. Kays has inventoried the equipment received by the laboratory from Dr. Partridge and has made or supervised small repairs on this equipment. In addition, other repairs and replacement parts have been outlined and will be attended to as soon as funds are available. This equipment will not only allow for more efficient operation of the mathematics laboratory courses but may provide for such demonstrations as were given at Newark.

In an informal meeting with a Montclair High School class interested in astronomy it was found that the high school students were interested in the star finding and navigation devices possessed by the Mathematics Laboratory.

The course of instruction at the College High School for the eighth grade includes a unit on surveying. At the suggestion of Mr. Kays and with the cooperation of Mr. DeRosa the eighth grade boys will make transits as projects in the school shop. Mr. DeRosa has been supplied with plans for these made available by Dr. Mallory and other material as to the construction of these.

As corresponding secretary for the local chapter of Kappa Mu Epsilon, the mathematics honor society, Mr. Kays has worked with the student members of this organization to prepare aids and devices to be used in the high school and college classes as well as some to be loaned to student teachers

of 1961. The Commission on the Status of Women, established in 1946, was the first international body to deal with the status of women. It was the first of its kind and has since been joined by other similar bodies, such as the Inter-Parliamentary Union, the League of Nations, and the United Nations. The Commission on the Status of Women was the first of its kind and has since been joined by other similar bodies, such as the Inter-Parliamentary Union, the League of Nations, and the United Nations.

The following is the report of the committee on the subject of the proposed amendment to the constitution of the National Association of Manufacturers, as presented at the annual meeting held at the Hotel New York, New York, on the 10th day of December, 1914.

It is further stated that a complaint was made to the
Commissioner of the State Police on the 15th day of
January 1934, that the above named person was
in possession of a certain sum of money, and that
the same was being used for the purpose of
paying the expenses of the person named above.
The Commission on the 15th day of January 1934
advised the person named above that the same
was being used for the purpose of paying the
expenses of the person named above, and that
the same was being used for the purpose of
paying the expenses of the person named above.

1. The first step in the process of identifying a problem is to define the problem. This involves identifying the symptoms of the problem and determining the scope of the problem. Once the problem has been defined, the next step is to identify the causes of the problem. This involves identifying the factors that are contributing to the problem and determining the underlying causes. Once the causes have been identified, the next step is to develop a plan of action. This involves identifying the steps that need to be taken to solve the problem and determining the resources that will be needed to implement the plan. Once a plan of action has been developed, the next step is to implement the plan. This involves carrying out the steps that have been identified in the plan and monitoring the progress of the implementation. Finally, the last step in the process is to evaluate the results of the implementation. This involves determining whether the problem has been solved and whether the resources have been used effectively.

and practicing teachers.

He has attended meetings of the Metropolitan Society for the Experimental Study of Education in New York; two meetings of the New Jersey Mathematics Teachers, one at Newark and another at New Brunswick.

He undertook the supervision of the picnic for the Alumni weekend, and at the present time is the treasurer of that organization.

Mr. Charles Sensale

Mr. Sensale is a member of the New Jersey Association of Mathematics Teachers and attended conventions at Atlantic City, Newark, and New Brunswick. He was also Book Review Editor of that association. He is a member also of the National Council of Teachers of Mathematics.

He was guest lecturer at the Robert Treat Junior High School Mathematics Club; was advisor to Sigma Phi Mu and to Phi Lambda Pi; was Veterans Counsellor and a member of the Committee for the Alumni weekend.

Mr. William Lene

Mr. Lene made no report of his activities.

Dr. Virgil S. Mallory

Dr. Mallory is a member of these college committees: Administrative Council, Curriculum, Committee on Committees, Citizenship Education, and represents the Mathematics Department on the Scholarship Committee.

As a charter member of the New Jersey Association of Teachers of Mathematics and a life member of its Council, he attended most of the meetings of the Council. He also attended all of the meetings of the Association.

He conferred with many teacher groups and with individual teachers on courses of study, teaching problems and other problems pertinent to Mathematical Education.

Typical of these is a conference with the teachers and seniors of the Bogota High School on the amount of mathematics needed in different crafts and vocations.

As a member of the Committee on Awards of the American Mathematical Association he attended several meetings and helped to devise the examination given to high school students, including students in our own College High School.

He gave a demonstration of teaching locus to tenth grade pupils before the College High School Parent Teacher Association.

On November 11, 1950, he spoke on "The Teaching of General Mathematics" before the New Jersey Association of Teachers of Mathematics at Atlantic City; on December 29, 1950, on "The Teaching of Locus" before the National Council of Teachers of Mathematics at Gainesville, Florida; on January 20, 1951, before a joint meeting of the New York City Heads of Departments of Mathematics, New York Association of Mathematics Teachers, and the New Jersey Association on "A New Deal for College Preparatory students; on March 31, 1951, before the National Council of Teachers of Mathematics on "Modernizing the College Preparatory Course" at Pittsburgh. He also presided at the meeting for gifted pupils. He conducted courses at the New England Institute of Teachers of Mathematics on "A New Sequential Course in Mathematics" at New London, August 26-29, 1951. He was an invited guest at the luncheon of the New York City Associations on March 10, 1951.

A conference of a selected group of former National Council Officers was attended in New York City on January 27, 1951, at which future plans for the National Council were discussed.

As a member of a sub-committee of the New Jersey Committee on Articulation of College and High School, several meetings were attended

Special at large of a conference of the 15th century and 16th century.
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As a member of the committee on the 15th century and 16th century.
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and assistance was given to the formulation of a questionnaire to be distributed to college instructors in mathematics.

He also presided at the meeting for Gifted Pupils.

II. ENROLLMENT DATA

Undergraduates

	Majors		Minors		Total	
	<u>Oct. 1</u>	<u>Feb. 1</u>	<u>Oct. 1</u>	<u>Feb. 1</u>	<u>Oct. 1</u>	<u>Feb. 1</u>
Freshman	37	35	4	4	41	39
Sophomores	32	4	31	3	36	34
Juniors	28	28	3	3	31	31
Seniors	29	8	29	8	37	37

Graduate

M. A. Degrees: June, 1951 Edna M. Broadwell, Shirley Edna Taylor,

Y. Sylvia Mysochansky.

August, 1951 Raymond Joseph Baer, Pasquale W. Donatiello,

Homer Jopling, Philip P. Lockett, Frederick

Nobbs.

III. STAFF AND STAFF CHANGES

Staff members and the courses they taught were:

Fall Term

Dr. Wallory:	High School (grade 10), 201, 401	11 hr.
Dr. Davis:	High School (grade 11), 301 (2 sect.), 408	14 hr.
Prof. Clifford:	High School (grade 12), 300, 304, 402, 403	15 hr.
Prof. Humphreys:	High School (grade 7), 300, 400 (2 sect.), Integ. 477 (3 sect.)	16 hr.
Mr. Kays:	High School (grade 8), 201, 400, 402	14 hr.

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Mr. Sensale:	High School (grade 9), 101 (2 sect.), 400	14 hr.
Mr. Lone:	101 (2 sect.), 300 (2 sect.), 400 (2 sect.)	16 hr.

Part-Time and Extension

Dr. Mallory:	501B	Prof. Clifford:	528
Dr. Davis:	516	Mr. Kays:	406

Spring Term

Dr. Mallory:	High School (grade 10), 203, 403 (4 hr.)	12 hr.
Dr. Davis:	High School (grade 11), 302 (2 sect.), 403 (4 hr.)	16 hr.
Prof. Clifford:	High School (grade 12), 404 (2 sect.), 405, 403 (4 hr.)	15 hr.
Prof. Humphreys:	High School (grade 7), 303, 477 (2 sect.), 403 (4 hr.)	14 hr.
Mr. Kays:	High School (grade 8), 202, 303, 403 (5 hr.)	15 hr.
Mr. Sensale:	High School (grade 9), 102 (2 sect.), 300, 477 (2 hr.)	16 hr.
Mr. Lone:	102, 300 (3 sect.), 304, 400	14 hr.

Part-Time and Extension

Dr. Mallory:	506	Prof. Clifford:	523
Dr. Davis:	504	Mr. Norman:	510A

Summer Term

Dr. Davis:	405, 511A
Prof. Clifford:	400, 410, 505
Mr. Kays:	300, Integ. 477, 510C

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Mr. William Lone, Jr., resigned in June to take a Federal position in Washington, D. C. Mr. Charles Sensale resigned to take a position with the Wright Aeronautical Corporation at Caldwell, N. J.

Mr. Kays was called into the Armed Services for a 21-month stretch of duty. His position is to be held for him when he returns.

These three losses are serious to the mathematics department, particularly in the case of Mr. Kays, who has been doing constructive work with the Mathematics Laboratory. We shall miss him.

Mrs. Josephine McKeeby Phillips has been appointed as instructor to fill the temporary position left by Mr. Kays. Mrs. Phillips graduated from the State Teachers College at Montclair in 1935 with B. A. and in 1941 with M. A. She has done graduate work at Newark College of Engineering, the Naval Training Station at Northampton, Mass., at the U. S. Coast Guard Academy at New London, Connecticut. She is now taking work at Teachers College, Columbia, toward the doctorate.

Her experience includes ten years teaching mathematics, English, Music, and science in high schools at Hamburg, Franklin, and Caldwell and three years as Assistant Professor of Mathematics at Longwood College, Farmville, Virginia.

Mr. Frederic W. Borges has been appointed instructor in Mathematics. He has B. A. from Brooklyn College, M. A. from Teachers College, Columbia, and has done graduate work at Brooklyn College and at Columbia where he is working toward his doctorate. His experience includes two years in a tutoring school, one year as substitute in New York City and in the same year in the Evon Preparatory School, and two years in the Penn State College Center.

IV. RECOMMENDATIONS:

Since the peak elementary enrollment will reach the junior high schools by the time this fall's entering class graduates in June, 1955, it is recommended that the restrictions on electives be removed this year. Mathematics majors have fewer required credits than several other departments, notably Music, Science, English, and Social Studies. Electives in the History of Mathematics, in Mathematics of Finance, in probability are needed to give them a richer background than they now have.

The Mathematics Laboratory needs tables to make it function properly. It's full use for college and high school classes is impossible at the present time because of lack of equipment. See report of Mr. Kays.

A ditto is badly needed in the department. By its use it will be possible to prepare club papers, notices to schools of the availability of the laboratory for loans and for visits by teachers and their pupils, preparation of technical material with graphs in color, and examinations. See report of Mr. Kays.

The one-semester course in Consumer Mathematics for Seniors in the College High School was mentioned previously and also in last year's report. There should be such a course to make the College High School's offering in mathematics consonant with good practice in good high schools.

Respectfully submitted,

Virgil S. Mallory
Professor of Mathematics
Head, Department of Mathematics.

These are the only two documents which have been submitted to the Commission since the date of the hearing on 10/10/67. It is requested that the Commission be advised of any further information received from these sources. The Commission is also advised that the above information was obtained from a confidential source who has provided reliable information in the past.

The following information was received from a confidential source on 10/10/67. This source has provided reliable information in the past and is being provided to the Commission for its information. The source has advised that the above information was obtained from a confidential source who has provided reliable information in the past. The source has also advised that the above information was obtained from a confidential source who has provided reliable information in the past.

The Commission is also advised that the above information was obtained from a confidential source who has provided reliable information in the past. The source has also advised that the above information was obtained from a confidential source who has provided reliable information in the past.

Very truly yours,
 Director
 Federal Bureau of Investigation
 U.S. Department of Justice

MEDICAL DEPARTMENT

June 28, 1951

ANNUAL REPORT OF THE MEDICAL DEPARTMENT 1950-1951

I. Trends and Developments

The work of this year has followed the general program of last year:

- A. Physical examinations of approximately 1100 students.
- B. Follow-up of medical recommendations and corrections of physical defects found (detailed report is attached.)
- C. Improving physical efficiency of individual students referred to Medical Department from other departments.
- D. Tuberculosis Survey - Chest x-rays of entire student body, also new faculty members and employees.
- E. Hearing tests of all entering students(4-A Audiometer)
- F. Communications with private physicians re: improving physical efficiency of students.
- G. Foot inspection of male physical education classes.
- H. Referring students when necessary to specialists; that is. eyes, skin. etc.
- I. Correspondence, book keeping. etc. relative to health insurance casualties.
- J. Attendance at all home athletic events.
- K. Correspondence with College applicants in regard to their Form C's (Medical and Physical records).
- L. Service rendered:

1. Treatments.....	1343
2. Dormitory care of students.....	353
3. Issuance of make-up slips for illness.....	304
4. Office consultations.....	353
5. Referrals to specialists.....	84
6. Audiometer tests.....	411
7. Chest x-rays.....	1228
8. Injections: allergy, vitamins, thphoid, etc...	167
9. Examinations other than the annual medical	
a. For employment.....	35
b. For camp.....	28
c. Of applicants for M.S.T.C. with defects noted on Form C.....	85
10. Wasserman tests made.....	15
11. Ultra-violet treatments for skin diseases.....	120

MEDICAL DEPARTMENT

II. Enrollment Data - Undergraduates - Total 1073 as of first semester, 991 as of spring semester. College High School fall enrollment 217.

III. Staff and Staff Changes:

The Medical Department has consisted of one full time non-resident physician and one full time resident nurse. Part time local physicians have been employed to assist with physical examinations and in connection with men's athletic injuries. Two part time graduate nurses assisted in the Medical Department from September to June 1951. Student help was used as needed.

IV. Recommendations:

- A. Continue to use services of part time registered assistant nurses with tuition and living expenses as compensation.
- B. Better follow-up work for correction of defects noted at physical examinations.
- C. Telephone for office of college physician in order to insure privacy for communications.
- D. Diagnostic and therapeutic equipment as follows:
 1. A Maico Audiometer
 2. A Basal Metabolism Machine.
- E. Improved infirmary facilities:
 1. Construction of an infirmary and diet kitchen for the care of both men and women students.

Respectfully submitted,

Margaret M. Wurts
College Physician

MEDICAL DEPARTMENT

FOLLOW-UP OF MEDICAL RECOMMENDATIONS AND CORRECTION OF PHYSICAL DEFECTS FOUND 1950-1951

	Number of Defects	Number fully or partially corrected
Abnormal genitals.....	34	3
Blood (anemia etc.).....	15	3
Blood Pressure (elevated or sub-normal).....	27	0
Ears.....	39	4
Endocrine.....	23	1
Eyes.....	380	5
Feet.....	138	0
Gastro-intestinal System.....	11	0
Glands (lymph).....	97	0
Heart.....	35	2
Hernia.....	7	0
Lungs.....	5	0
Nerves.....	66	1
Nose including sinuses.....	57	1
Orthopedic (not feet).....	66	0
Posture.....	106	0
Skin.....	303	22
Speech.....	2	0
Teeth and gums.....	121	8
Tonsils.....	35	2
Weight.....	278	2
(10% over or under)		

Defects reported as uncorrected were chiefly due to:

1. Failure to report to the Medical Department although defect was actually corrected.
2. Some defects are impossible to correct, such as missing teeth, loss of vision due to muscle imbalance or accident, deafness due to childhood ear infections, etc.
3. Lack of interest on the part of some students.

UNITED STATES

DEPARTMENT OF COMMERCE
BUREAU OF MARITIME SERVICE

OFFICE OF THE
MARITIME SERVICE
WASHINGTON, D. C.

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49	100	100
50	100	100

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1. The following is a list of the names of the vessels which are registered in the United States and which are engaged in the coastwise trade.

2. The following is a list of the names of the vessels which are registered in the United States and which are engaged in the foreign trade.

3. The following is a list of the names of the vessels which are registered in the United States and which are engaged in the coastwise trade.

STATE TEACHERS COLLEGE AT MONTCLAIR

ANNUAL REPORT
of theMUSIC DEPARTMENT
1950-1951

I. TRENDS AND DEVELOPMENTS

A. Equipment Purchased

1. Baritone Horn, York #65189
2. English Horn, Loree #590
3. Cymbals, A. Zildjian
4. Tuba, King #253987

B. Inventory of School-Owned Instruments as of July 1, 1951

The College owns the following instruments which are loaned to students for use in Music 205, 206, 309, and in the College orchestra, band, and music workshop.

<u>Name of Instrument</u>	<u>Make or Serial Number</u>
1. Violin #1, bow	
2. Violin #2, bow	
3. Violin #3, bow	
4. Viola #1, bow	
5. Viola #2, bow	
6. Cello, bow stolen	
7. String bass #1, bow	American Standard
8. String bass #2, bow	Kluson Mfg. Co.
9. String bass #3, bow	American Standard
10. Piccolo	Guy Humphrey
11. Oboe #1	Continental Colonial
12. Oboe #2	Penzel Muller
13. Clarinet B flat	M. Lacroix, Paris
14. Bass clarinet	Rampone #25233
15. Alto clarinet	Mariel Freres
16. French Horn (Single)	Conn #364684
17. French Horn (double) F & B flat	Conn #362399
18. French Horn (old)	Continental Colonial
19. Mellophone	Grand Rapids #102310
20. Baritone	King #10031
21. Baritone (bell front)	Pan American #133157
22. BB flat tuba (old)	Relacquered #987
(traded in on a Tuba, King #253987)	
23. E flat tuba	Conn #155134
24. BB flat tuba (new)	Cleartone 7374
25. Sarrusaphone	Conn. V.215
26. Tympani 3	
27. Field Drum #1	
28. Field Drum #2	
29. Cymbals	K. Zildgian
30. Glockenspiel	

STATE TEACHERS COLLEGE AT MONTICALLY

ANNUAL REPORT
of the

MUSIC DEPARTMENT
1950-1951

I. INSTRUMENTS AND EQUIPMENT

A. Permanent Equipment

1. Baritone Horn, York #52189
2. English Horn, Jones #590
3. Cymbals, A. Ziegler
4. Tuba, King #523987

B. Inventory of School-Owned Instruments as of July 1, 1951

The College owns the following instruments which are loaned to students for use in Music 205, 206, 302, and in the College orchestra, band, and music workshop.

Name of Instrument	Serial Number
1. Violin #1, bow	
2. Violin #2, bow	
3. Violin #3, bow	
4. Viola #1, bow	
5. Viola #2, bow	
6. Cello, bow	
7. String bass #1, bow	
8. String bass #2, bow	
9. String bass #3, bow	
10. Piccolo	
11. Oboe #1	
12. Oboe #2	
13. Clarinet B flat	
14. Bass clarinet	
15. Alto clarinet	
16. French Horn (Single)	
17. French Horn (double) F & B flat	
18. French Horn (old)	
19. Helicon	
20. Harmonica	
21. Harmonica (bell front)	
22. BB flat tube (old)	
23. BB flat tube (new) King #523987	
24. E flat tube	
25. E flat tube (new)	
26. Harmonica	
27. Typewriter	
28. Field Drum #1	
29. Field Drum #2	
30. Cymbals	
31. Glockenspiel	

31. Orchestra bells	
32. Sousaphone	York 90856
33. Fluegelhorn	Melville-Clarke 2621
34. Trombone with F Valve	York 1131
35. Drums	
36. French Horn	Rampone #444
37. Clarinet	Noblet #5607
38. Clarinet	Pastore A108-175
39. Cornet	Olds, #3491
40. Flute	Armstrong, 24192
41. Flute	Girard, Paris
42. Baritone	York 65189
43. English Horn	Loree J90
44. Cymbals	A. Zildjian
45. Tuba	King, #253987

C. Gifts to the College

1. From Dr. Margaret Wurts, a Hahnes flute and collection of flute music

D. Scholarships

1. The C. O. S. Howe Memorial Organ Scholarships were held by Marylin Hoek, and George White, junior music majors. Each student received a one hour lesson weekly from Dr. Carl F. Mueller throughout the school year.

E. Concerts and Extra-Curricular Music Activities

1. College Band, S.G.A. Assembly, Amphitheatre, September 19
2. Faculty Recital, Louis Zerbe, violin, Donald Kemp, piano, India Zerbe, cello, September 24, Russ Hall
3. College Band, noon hour concert, Amphitheatre, September 28
4. College Band, noon hour concert, Amphitheatre, October 5
5. Pro-Musica Picnic for New Music Faculty and freshmen music majors, campus, October 6
6. College Band, football rally, campus, October 6
7. College Band, noon hour concert, Amphitheatre, October 12
8. College Band, football game, campus, October 14
9. College Band, noon hour concert, Amphitheatre, October 19
10. Graduation Recital, Muriel Jibbes, Contralto, October 22, Chapin Hall
11. College Band, football game, campus, October 28
12. Graduation Recital, Daniel Sobchok, Trombone, October 29, Russ Hall
13. Special Music, Regina Kowalski, Soprano, Assembly, College Gymnasium, November 1
14. Student Recital #1, November 3, Russ Hall
15. Graduation Recital, Harold France, Tuba, November 5, Russ Hall
16. Opera Workshop and College Orchestra, Assembly, November 8, College Gymnasium
17. Opera Workshop, The Lantern Marriage, Offenbach, November 10, New Jersey Education Association, Atlantic City

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1. College Band, S.G.A. Assembly, Amphitheatre, September 19
2. Faculty Recital, La La Terpe, violin, Donald Kemp, piano, India Terpe, cello, September 24, Russ Hall
3. College Band, noon hour concert, Amphitheatre, September 28
4. College Band, noon hour concert, Amphitheatre, October 2
5. Promotion Clinic for New Music Faculty and Freshman music majors, campus, October 6
6. College Band, football rally, campus, October 6
7. College Band, noon hour concert, Amphitheatre, October 12
8. College Band, football game, campus, October 12
9. College Band, noon hour concert, Amphitheatre, October 19
10. Graduation Recital, Muriel Tibbes, Contralto, October 22, Chapel Hall
11. College Band, football game, campus, October 22
12. Graduation Recital, Daniel Soback, Trombone, October 22, Russ Hall
13. Special Music, Regina Kowalski, Soprano, Assembly, College Gymnasium, November 1
14. Student Recital #1, November 3, Russ Hall
15. Graduation Recital, Harold Price, Tuba, November 5, Russ Hall
16. Opera Workshop and College Orchestra, Assembly, November 8, College Gymnasium
17. Opera Workshop, The Lantern Works, Olinbach, November 10, New Jersey Education Association, Atlantic City

18. College Band, football game, November 11, campus
19. College Band concert, November 16, North Arlington and Rutherford High Schools
20. College Band concert, November 17, Glen Ridge High School
21. Student Recital #2, November 17, Chapin Hall
22. Graduation Recital, Paul Grammer, Baritone, November 19, Russ Hall
23. College Choir, concert, November 30, Bogota High School
24. College Choir, concert, December 8, Mountain Lakes High School
25. Student Recital #3, December 8, Russ Hall
26. College Bandmasters' Association, December 9, Chapin Hall
27. Graduation Recital, John Sost, clarinet, December 10, Chapin Hall
28. College Band Benefit Concert for College High School, December 14, George Innis Junior High School Auditorium, Montclair
29. College Choir Concert, December 15, Montclair Women's Club
30. Student Recital #4, December 15, Chapin Hall
31. Graduation Recital, Geza Pizel, Violin, December 17, Chapin Hall
32. College High School Chorus, Christmas Concert, December 19, Assembly, College High School
33. College High School chorus, Christmas Concert, December 19, Women's Club of Upper Montclair
34. Annual Music Department Christmas Party, December 20, Music Building
35. Musicale, Secondary Piano Students, of Mr. Present, December 21, Music Building
36. College High School Christmas Concert, Chorus and Orchestra, December 22, College High School Gymnasium
37. Graduation Recital, Regina Kowalski, soprano, January 7, Russ Hall
38. College Choir, January 12, Concert, Fairlawn High School
39. Student Recital #5, January 12, Russ Hall
40. Graduation Recital, Deana Matthews, violin, January 14, Chapin Hall
41. Field Trip, Music 205, String Instruments Class, January 15 to Teachers College, Columbia University
42. College Band Concert Assembly, January 17, College Gymnasium
43. Opera Workshop, The Lantern Marriage, Offenbach, January 17, Nutley High School
44. Musicale, Secondary Piano, Students of Donald Kemp, January 18, Music Building
45. Student Recital #6, January 19, Chapin Hall
46. Musicale, Secondary Piano Students, of Mr. Present, January 22, Music Building
47. Musicale, Secondary Piano Students of Mr. Present, January 24, Music Building
48. Opera Workshop, The Lantern Marriage, Offenbach, February 2, Columbia High School, East Orange
49. Opera Workshop, The Lantern Marriage, Offenbach, February 17, In And About New York Music Supervisors Association, New York University
50. College Band, Demonstration, All State Band Clinic, Music Department of the N.J.E.A., February 23, Irvington High School
51. College Band, Concert, All State Band Clinic, Music Department of the N. J. E. A. February 24, Irvington High School

18. College Band, Football game, November 11, campus
19. College Band concert, November 16, North Arlington and Rutherford High Schools
20. College Band concert, November 17, Glen Ridge High School
21. Student Festival, November 17, Chapin Hall
22. Graduation Festival, Paul Green, Barton, November 19, Russ Hall
23. College Choir, concert, November 30, Bogota High School
24. College Choir, concert, December 5, Montclair Lakes High School
25. Student Festival, December 8, Russ Hall
26. College Bandmasters' Association, December 9, Chapin Hall
27. Graduation Festival, John Sost, clarinet, December 10, Chapin Hall
28. College Band Benefit Concert for College High School, December 14, George Innis Junior High School Auditorium, Montclair
29. College Choir Concert, December 15, Montclair Women's Club
30. Student Festival, December 15, Chapin Hall
31. Graduation Festival, Guss Pissel, Violin, December 17, Chapin Hall
32. College High School Chorus, Christmas Concert, December 19, Assembly, College High School
33. College High School Chorus, Christmas Concert, December 19, Women's Club at Upper Montclair
34. Annual Music Department Christmas Party, December 20, Music Building
35. Musicals, Secondary Piano Students, of Mr. Present, December 21, Music Building
36. College High School Christmas Concert, Chorus and Orchestra, December 22, College High School Gymnasium
37. Graduation Festival, Regina Lowinski, soprano, January 7, Russ Hall
38. College Choir, January 15, concert, Paterson High School
39. Student Festival, January 15, Russ Hall
40. Graduation Festival, Danna Matthews, violin, January 14, Chapin Hall
41. Field Trip, Grade 205, Spring Instruments Class, January 15 to Toms River, Columbia University
42. College Band Concert Assembly, January 17, College Gymnasium
43. Opera Workshop, The Lantern Wreath, Offenbach, January 17, Botley High School
44. Musicals, Secondary Piano, Students of Edward Kemp, January 18, Music Building
45. Student Festival, January 19, Chapin Hall
46. Musicals, Secondary Piano Students, of Mr. Present, January 22, Music Building
47. Musicals, Secondary Piano Students of Mr. Present, January 24, Music Building
48. Opera Workshop, The Lantern Wreath, Offenbach, February 2, Columbia High School, East Orange
49. Opera Workshop, The Lantern Wreath, Offenbach, February 17, In and About New York Music Supervisors Association, New York University
50. College Band, Demonstration, All State Band Clinic, Music Department of the N.Y.S., February 23, Livingston High School
51. College Band, Concert, All State Band Clinic, Music Department of the N.Y.S., February 24, Livingston High School

52. Faculty Recital, Murray Present, pianist, February 25, Russ Hall
53. Student Recital #7, March 2, Russ Hall
54. Student Recital #8, March 16, Russ Hall
55. Field Trip - College High School students - March 20 - Junior Performance, Metropolitan Opera
56. Student Recital #9, April 6, Chapin Hall
57. College Choir, Concert, April 6, Rockaway High School
58. College Choir Concert, April 7, Hotel New Yorker, New York City
59. Faculty Recital, Donald Kemp, pianist, April 15, Russ Hall
60. College Band, Fourth Annual Concert, April 19, College Gymnasium
61. Student Recital #10, April 20, Russ Hall
62. Opera Workshop, Bastien and Bastienna, Mozart, April 20, Belleville High School
63. Graduation Recital, Jack Trager, Trumpet, April 27, Russ Hall
64. Opera Workshop, The Lantern Marriage, Offenbach, April 28, Eastern Music Educators National Conference, Atlantic City
65. Opera Workshop, May 3, Dunellen High School
66. College Band, May 4, Clifton High School
67. Graduation Recital, Marjorie Weissman, piano, May 6, Russ Hall
68. Annual Alumni Concert given by the College Orchestra, choir and band with senior music major conductors, May 11, Amphitheatre
69. Graduation Recital, John Walz, French Horn, May 13, Chapin Hall
70. Student Recital #11, May 18, Chapin Hall
71. Graduation Recital, Anita Eager, Soprano, May 18, Chapin Hall
72. Opera Workshop, Bastien and Bastienna, Mozart, May 24, Clifton High School
73. Student Recital #12, May 25, Russ Hall
74. Annual Spring Concert, College High School, Chorus and Orchestra, May 25, College High School Auditorium
75. State Instrumental Ensemble Festival, May 26, College High School, and Music Building
76. Graduation Recital, Albert Mura, Cornet, May 27, Russ Hall
77. Annual Senior-teacher training dinner, May 28, Russ Hall
78. Opera Workshop, Down in the Valley, Kurt Weil, May 28, Amphitheatre
79. Student Recital #13, June 1, Russ Hall
80. College Band Concert, Nishuane Park, Montclair
81. College High School Chorus, College High School Baccalaureate, June 10, College High School Auditorium
82. College Choir, College Baccalaureate, June 10, Mt. Hebron Junior High School Auditorium
83. Musical Program, Montclair Alumni Association Reception, June 10, Russ Hall (Unveiling of President Sprague's Portrait)
84. Musical Program (Junior Music Majors) President Sprague's Reception to the seniors, June 12, Russ Hall
85. College High School Chorus and Orchestra, College High School Commencement, June 14, Amphitheatre
86. College Choir and College Band, College Commencement, June 14, Amphitheatre

- [illegible]

F. Fee for Applied Music Instruction

A special fee for applied music instruction is charged as follows:

1. Music major - \$10 a semester

This entitles a music major to one hour private lesson on the primary instrument and one half-hour private or one hour class lesson on the secondary instrument throughout the semester.

2. Music minor - \$6. a semester

This entitles a music minor to one-half hour private lesson or one hour class lesson on piano weekly throughout the semester.

G. Fee for Instruction in Sub-Credit Piano or other Sub-Credit Instruments

Students unable to meet entrance requirements on secondary instruments, usually piano, are required to study at their own expense until they have made up the deficiency. A fee of \$34.00 is charged for 17 half hour private lessons per semester.

H. Musical Organizations

1. The College Choir*, Dr. Carl F. Mueller, Conductor
2. The College Orchestra*, Emil Kahn, Conductor
3. The College Band*, Ward Moore, Conductor
4. Pro Musica**, Honorary Music Society, Edna McEachern, Faculty Advisor
5. Men in Music**, Ward Moore, Faculty Advisor
6. Opera Workshop** Emil Kahn, Director

Note: * - Class A organization, financially maintained by S.G.A.

** - Class B organization, approved but not financially maintained by S.G.A.

I. Instrumental Ensemble Festival

The Department of Music of the New Jersey Education Association sponsored an Instrumental Ensemble Festival at this College on Saturday, May 26. The purpose of the festival was to bring together students and teachers who were interested in performing small ensembles of from three to eight parts in any combination of string, wood, brass, or percussion instruments. Twenty-five ensemble groups from sixteen schools participated. The grades ranged from Elementary school through Senior High School.

J. Elementary School Music Courses for General Students

Because of the demands for elementary teachers, the administrators of this college have urged students to elect courses in elementary education leading to a teaching certificate in this area. To this end, the music department has offered the following professionalized music courses to the general students:

7. Fee for Applied Music Instruction

A special fee for applied music instruction is charged as follows:

1. Music major - \$10 a semester
This entitles a music major to one hour private lesson on the primary instrument and one half-hour private or one hour class lesson on the secondary instrument throughout the semester.
2. Music minor - \$6 a semester
This entitles a music minor to one-half hour private lesson or one hour class lesson on piano weekly throughout the semester.

8. Fee for Instruction in Sub-Credit Plans or Other Sub-Credit Instruments

Students unable to meet entrance requirements on secondary instruments, usually piano, are required to study at their own expense until they have made up the deficiency. A fee of \$34.00 is charged for 17 half hour private lessons per semester.

9. Musical Organizations

1. The College Choir*, Dr. Carl F. Mueller, Conductor
2. The College Orchestra*, Emil Kaim, Conductor
3. The College Band*, Ward Moore, Conductor
4. Pro Musica*, Honorary Music Society, John Welschman, Faculty Advisor
5. Men in Music*, Ward Moore, Faculty Advisor
6. Opera Workshop*, Emil Kaim, Director

* - Class A organization, financially maintained by S.G.A.
 ** - Class B organization, approved but not financially maintained by S.G.A.

1. Instrumental Music Festival

The Department of Music of the University Extension Association sponsored an Instrumental Music Festival at this College on Saturday, May 26. The purpose of the festival was to bring together students and teachers who were interested in performing small ensembles of from three to eight parts in any combination of string, wood, brass, or percussion instruments. Twenty-five ensembles groups from fifteen schools participated. The grades ranged from elementary school through Senior High School.

2. Elementary School Music Courses for General Students

Because of the demand for elementary teachers, the administrators of this college have tried students to elect courses in elementary education leading to a teaching certificate in this area. To this end, the music department has offered the following professionalized music course to the general students:

Integration 475-A - Fundamentals of Elementary School Music
(Designed for students with little musical background)

Integration 475-B - Teaching Elementary School Music
(Designed for students who are able to read music or play the piano)

K. The Opera Workshop

The Opera Workshop under the direction of Emil Kahn has been organized to give students an opportunity to produce chamber opera in English. To this end, Mr. Kahn has translated and made available to the public several seldom-heard operas. To date the Opera Workshop has performed:

1. The Lantern Marriage, Offenbach
2. The Kiss Behind the Door, La Coque
3. Bastien and Bastienne, Mozart
4. Down in the Valley, Kurt Weil

L. Instrument Storage Lockers

An individual metal locker has been provided each student for the storage of his musical instruments and personal belongings.

II. Enrollment Data

A. Music Majors

Seniors	14
Juniors	14
Sophomores	15
Freshmen	<u>15</u>
Total	58

B. Music Minors

Seniors	5
Juniors	2
Sophomores	<u>4</u>
Total	11

C. General Students

1. Mus. 100, Music Appreciation (required of all Freshmen) 271
2. Int. 474-A, Fundamentals of Elementary School Music 174
(Elective for general students who desire elementary certification)

Integration 475-A - Fundamentals of Elementary School Music
(Designed for students with little musical background)

Integration 475-B - Teaching Elementary School Music
(Designed for students who are able to read music or play the piano)

K. The Opera Workshop

The Opera Workshop under the direction of Emil Kahn has been organized to give students an opportunity to produce operas in English. To this end, Mr. Kahn has translated and made available to the public several seldom-seen operas. To date the Opera Workshop has performed:

1. The Lark in the Valley, Offenbach
2. The King of the Cats, La Coper
3. Bastien and Bastienne, Mozart
4. Don in the Valley, Kurt Weil

L. Instrument for the Lockers

An individual metal locker has been provided each student for the storage of his musical instruments and personal belongings.

II. Enrollment Data

A. Music Majors

Seniors	14
Juniors	14
Sophomores	12
Freshmen	12
Total	52

B. Music Minors

Seniors	2
Juniors	2
Sophomores	4
Total	11

C. General Students

1. Int. 100, Music Appreciation (required of all freshmen) 171
2. Int. 474-A, Fundamentals of Elementary School Music
(Effective for general students who desire elementary certification) 174

D. Applied Music Instruction

Music majors choose a primary and a secondary instrument in applied music, one of which shall be piano. The primary instrument represents the student's greater talent and accomplishment; the secondary instrument, lesser talent and accomplishment.

The following table indicates concentration in applied music

<u>Instrument</u>	<u>Number of Students</u>	
	<u>Primary</u>	<u>Secondary</u>
Voice	16	4
Trumpet	10	0
Clarinet	6	3
Violin	6	0
Piano	6	49
Trombone	4	0
Flute	3	1
Organ	3	0
French Horn	2	1
Bassoon	1	0
Tuba	1	0

E. Graduation Recitals

The following senior music majors gave graduation recitals.

1. Anita Eager	Voice
2. Paul Grammer	Voice
3. Muriel Jibbes	Voice
4. Dena Matthews	Violin
5. Albert Mura	Trumpet
6. Geza Pizel	Violin
7. Daniel Sobchock	Trombone
8. John Sost	Clarinet
9. Jack Trager	Trumpet
10. John Walz	French Horn
11. Marjorie Weissman	Piano
12. Harold France	Tuba

III. STAFF AND COURSES

A. Full Time Teachers

1. Edna McEachern, Music history, Music Theory, Music education and piano.
2. John Craft, choral music, music appreciation and theory in the College High School, elementary music education courses for music majors and for general students in the college.

D. Applied Music Instruction

Music majors choose a primary and a secondary instrument in applied music, one of which shall be piano. The primary instrument represents the student's greatest talent and specialization; the secondary instrument, lesser talent and accomplishment.

The following table indicates concentration in applied music

Instrument	Number of Students	
	Primary	Secondary
Voice	16	4
Trumpet	10	0
Clarinet	6	0
Violin	6	0
Piano	6	49
Trombone	4	0
Flute	3	1
Organ	3	0
French Horn	3	1
Baritone	1	0
Tuba	1	0

E. Graduation Recitals

The following table lists music majors who gave graduation recitals.

1. Anita Taylor	Voice
2. Paul Gorman	Voice
3. Daniel Lippe	Voice
4. Gene Matthews	Violin
5. Albert Wirt	Trumpet
6. Gene Pizel	Violin
7. Daniel Soboczek	Trombone
8. John Best	Clarinet
9. Jack Treker	Trumpet
10. John Wala	French Horn
11. Margorie Wasson	Piano
12. Harold France	Tuba

III. STAFF AND COURSES

A. Full Time Teachers

1. John Soboczek, Music Theory, Music Education and Piano.
2. John Graft, General Music, Music Appreciation and Theory in the College.
3. John Graft, elementary music education courses for music majors and for general students in the college.

3. Jean Ludman, Sight reading and Ear Training, instruction in primary and secondary voice.
4. Ward Moore, College Band instruction on brass instruments in college and College High School, music education courses in instrumental music.
5. Murray Present, Instructor in primary and secondary piano.
6. Louis Zerbe, College High School orchestra, instruction in strings, college and College High School; music appreciation for general students, college.

B. Part-Time Teachers

1. Bernard Greenhouse* cello
2. Russel Hayton* organ
3. Emil Kahn (3/5 time), college orchestra, related courses and Opera Workshop.
4. Donald Kemp (3/5 time), modern music, music appreciation for the general student and piano secondary.
5. Beatrice Merlau, clarinet
6. Carl F. Mueller (2/5 time), college choir, organ and A cappella choir, and choral conducting
7. Gerald Quinlan, Flute
8. Mrs. Maxine L. Shimer, bassoon

*Non-resident

C. Courses Taught During 1950-1951

<u>Course Title</u>	<u>No. of Sections</u>	<u>Enrollment</u>	<u>Teacher</u>
Music 100, Music Appreciation	9	271	Kemp Zerbe McEachern
Mus. 101, Sight Reading & Ear Training I	1	28	Ludman
Mus. 102, Sight Reading & Ear Training II	1	25	Ludman
Mus. 201, Harmony I	1	19	McEachern
Mus. 202, Harmony II	1	15	McEachern
Mus. 205, Orchestra Instruments	2	16	Zerbe
Mus. 206, Band Instruments	2	17	Moore
Mus. 207, Epochs in Musical Development I	1	20	McEachern
Mus. 208, Epochs in Musical Development II	1	20	McEachern
Mus. 301, Choral Technique	1	15	McEachern
Mus. 302, A cappella choir and choral conducting	1	20	Mueller

3. Jean Johnson, Great Reading and Ear Training, instruction in primary and secondary voices.
4. Ruth Korte, College Band instruction on brass instruments in college and College High School, solo instruction courses in instrumental music.
5. Ruth Korte, Instructor in primary and secondary piano.
6. Ruth Korte, College High School orchestra, instruction in strings, college and College High School, solo instruction for general students, college.

B. Part-time Teachers

1. Edward Greenhouse, cello
2. Edward Greenhouse, organ
3. Paul Kohn (3 1/2 times), college orchestra, related courses and Opera
4. Paul Kohn (3 1/2 times), solo instruction for general students and piano accompaniment.
5. Paul Kohn (3 1/2 times), college choir, organ and a cappella work.
6. Carl F. Miller (3 1/2 times), college choir, organ and a cappella work.
7. Carl F. Miller, flute
8. Mrs. Martin L. Shiner, bassoon

*Non-Resident

C. Courses Taught During 1950-1951

Course Title	No. of Sections	Enrollment	Teacher
Music 100, Music Appreciation	9	171	Korte
Music 101, Music Reading & Ear Training I	1	28	Johnson
Music 102, Music Reading & Ear Training II	1	25	Johnson
Music 201, Harmony I	1	19	Johnson
Music 202, Harmony II	1	12	Johnson
Music 203, Orchestra Instruction	2	16	Korte
Music 204, Band Instruction	2	17	Korte
Music 205, Speech in Music	1	20	Johnson
Music 206, Speech in Music	1	20	Johnson
Music 207, Speech in Music	1	12	Johnson
Music 208, A cappella choir and choral conducting	1	20	Miller

<u>Course Title</u>	<u>No. Sections</u>	<u>Enrollment</u>	<u>Teacher</u>
Mus. 305, Orchestration	1	16	Kahn
Mus. 306, High School Orchestras and Bands	1	15	Moore
Mus. 307, Form and Analyses	1	16	McEachern
Mus. 308, Class Voice for Instrumentalists	1	13	Ludman
Mus. 401, Teaching Music in the Secondary School	1	20	McEachern
Mus. 405, Orchestra Conducting and Score Reading	1	14	Kahn
Mus. 406, Modern Music	1	8	Kemp
Mus. 407, Development of the Opera	1	15	McEachern
Mus. 413, Masters of the Symphony	1	15	Kahn
Mus. 499, Workshop in High School Music	1	10	McEachern
Int. 475A Fundamentals of Elementary School Music	8	172	Craft

Part-Time and Extension Course

Mus. #426 Survey of Music Literature, Red Bank, N. J.	1	60	McEachern
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Summer Session 1951

Int. 475A Fundamentals of Elementary School Music	1	42	Craft
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IV. RECOMMENDATIONS

I wish to make the following recommendations pertaining to the Music Department:

A. A Full-Time Secretary for the Music Department

Because of the personalized instruction necessary in giving a musical education, the number of part-time instructors on the staff, telephone calls, the care of musical equipment, practice schedules in applied music, student recitals, extra-curricular activities, field trips and many services rendered by the Music Department to the college, community and State, the administrative details of the Music Department are extremely time-consuming. They require the services of a full-time secretary. Work scholarship students do not suffice. They do not admit of continuity in work assignments and cannot assume responsibility. Furthermore, many of the records to be kept are of such a nature that students should not have access to them. (See Recommendations for 1949-1950.)

B. Extension of our Music Teacher Training Program to Include Grades 1 - 12

At present we train teachers of choral and instrumental music in grades 5 - 12 only. An analysis of music teacher placement in New Jersey shows a large number of music positions requiring certification from grades 1 - 12.

Teacher		No. sections		Course title	
Lynn	10	1	1	Wm. 305, Composition	1
				Wm. 305, Music School Orchestra	
Moore	12	1	1	Wm. 307, Form and Analysis	1
				Wm. 308, Other Voice for	
Lynn	13	1	1	Instrumentalists	1
				Wm. 401, Teaching Music in the	
Lynn	10	1	1	Secondary School	1
				Wm. 402, Orchestra Conducting	
Lynn	14	1	1	and Score Reading	1
				Wm. 406, Modern Music	
Lynn	8	1	1	Wm. 407, Development of the	1
				Opera	
Lynn	12	1	1	Wm. 413, Masters of the Sym-	1
				phony	
Lynn	12	1	1	Wm. 432, Workshop in High School	1
				Music	
Lynn	10	1	1	Int. 472A Fundamentals of Music-	1
				Very School Music	
Lynn	175	3	3	Int. 472A Fundamentals of Music-	3
				Very School Music	
Lynn	60	1	1	Int. 472B Survey of Music Liter-	1
				ature, 1900-1950, W. J. I.	
Lynn	45	1	1	Int. 472C Survey of Music Liter-	1
				ature, 1900-1950, W. J. I.	

IV. RECOMMENDATIONS

I wish to make the following recommendations pertaining to the Music Department:

A. Full-time Faculty for the Music Department

Review of the personnel situation necessary in giving a musical education, the number of full-time instructors on the staff, the size of the music department, practice workshop in applied music, student recitals, extra-curricular activities, field trips and many services rendered by the Music Department to the college, community and state, the administrative details of the Music Department are extremely time-consuming. They require the services of a full-time secretary. Both scholarly students do not suffice. They do not admit of continuity in work assignments and cannot be held responsible. Furthermore, many of the records in the department are of such a nature that special knowledge not have access to them. (See recommendations for 1949-1950.)

B.

Continuation of our Music Teacher Training Program to include Grades 1 - 12

At present we train teachers of choral and instrumental music in Grades 2 - 12 only. No teacher of music is placed in the primary grades. A large number of music positions requiring certification from Grades 1 - 12.

This means that in many communities the music teacher is required to teach in the high school and supervise in the grades. The extension of our teacher-training program to include grades 1 - 12 will not only enable us to more adequately meet needs in the field, but also to provide an integrated program of choral and instrumental music throughout the elementary and secondary school.

C. Extension of the Music Program in the College High School

It is desirable that the music program in the College High School offer and demonstrate the various music classes which our students will be called upon to teach when they go out into the field. To date, the music program in the Junior High School is fairly adequate; the music program in the Senior High School leaves much to be desired. The following elective classes should be added to the music program in the College High School:

1. Class instruction in String Instruments, grades 7 - 9
2. Class instruction in Wood and Brass Wind Instruments, grades 7 - 9
3. Music Theory, grades 9 - 12
4. Music Appreciation, grades 9 - 12

D. "Round-the-Clock" Outgoing Telephone Service in the Music Building

At present the Music Building can be reached only through the college switchboard between 8:30 a.m. and 4:30 p.m. Inasmuch as students practice in the Music Building until 9 p.m., no outgoing telephone calls are possible between 4:30 and 9 p.m. In the event of accident or fire, it would be necessary to go three blocks to the nearest pay phone.

E. Hot Water in the Music Building

The Music Building is not just a "Classroom building" where students come and go; it is the "home" of the Music Department, where both music students and faculty live and spend many hours each day. Moreover, the Music Building provides classrooms for a large number of general students, (Music 100, Music Appreciation, required of all Freshmen) and a rehearsal room for choir, orchestra, band and opera workshop, which cross section the entire student body. For these reasons the lavatory facilities of the Music Building are much used. It is impossible to keep lavatories clean without hot water.

Respectfully submitted,

Eileen M. Eshel
Head of the Music Department

This means that in many communities the music teacher is required to teach in the high school and university in the grades. The extension of our learning program to include grades 1 - 12 will not only enable us to serve adequately most needs in the field, but also to provide an integrated program of general and instrumental music throughout the elementary and secondary school.

C. Extension of the Music Program in the College High School

It is desirable that the music program in the College High School offer and demonstrate the various music classes which our students will be called upon to learn when they go out into the field. To date, the music program in the College High School is fairly adequate; the music program in the College High School leaves much to be desired. The following elective classes should be added to the music program in the College High School:

1. Class instruction in String Instruments, Grades 7 - 9
2. Class instruction in Wood and Brass Wind Instruments, Grades 7 - 9
3. Music Theory, Grades 9 - 12
4. Music Appreciation, Grades 9 - 12

D. "Home-Run-Club" Optional Telephone Service in the Music Building

At present the music building can be reached only through the college switchboard between 8:30 a.m. and 4:30 p.m. Inasmuch as students practice in the music building until 9 p.m., no outgoing telephone calls are possible between 4:30 and 9 p.m. In the event of accident or fire, it would be necessary to go down blocks to the nearest pay phone.

E. Hot Water in the Music Building

The music building is not just a "classroom building" where students go and get it is the "home" of the music department, where both male students and faculty live and spend many hours each day. Moreover, the music building provides classrooms for a large number of general students, (about 100, Music Appreciation, required of all freshmen) and a rehearsal room for choir, orchestra, band and opera workshop, which covers section the entire student body. For these reasons the library facilities of the music building are well used. It is impossible to keep lawns and lawn areas without hot water.

Respectfully submitted,

Robert M. ...

Head of the Music Department

Report to the President
1950 - 1951
Social Studies Department

In June of 1951 the enrollment in the Social Studies Department was as follows:

Seniors	59
Juniors	54
Sophomores	53
Freshmen	<u>41</u>
Total	207

In the fall of 1951, at which time new regulations as to the minor in Social Studies went into effect, the figures as to minors were as follows:

	History	Political Science
Seniors	36	-
Juniors	13	-
Sophomores	16	5

It will be seen that overall, both in respect to majors and minors, there has been a decrease in enrollment figures. However, the slight decline in numbers of majors is to be accounted for by the general decline in student enrollment and the fact that we purposely cut down on the size of the entering class. With respect to the minors the situation is different: there the decline has been very marked and seems likely to continue; it appears to be due chiefly to two factors - the requirement of an elementary minor for all students, and the fact that English majors, a large proportion of whom formerly minored in Social Studies, now minor in Speech.

There are 128 students registered as matriculated for the Master's degree. Ten received the degree in the June of 1951 and nine others in the August graduation of that year.

There have been several changes in the personnel of the department since my last report. Dr. Herbert Gooden has been given leave of absence for a year to act as an assistant to Dr. Robert Morrison. Toward the end of the summer Dr. Felix Wittmer, who has been with the college since 1934, resigned. He was replaced by the appointment of Mr. Philip Cohen. Mr. Cohen is a young man with an unusually distinguished record as a graduate student at New York University; his work for the doctorate has been very nearly completed. (Mr. Ernest Fincher, during the past year, completed his work for the doctorate.) For the first half of last year Dr. Frank Clayton was away on leave, working at Columbia University on the Civic Education project. Dr. Clayton returned to the college at the beginning of the second semester and began at once to work out a program for cooperation by Montclair State teachers with the project.

This work has made considerable progress since then. Dr. Clayton secured a committee of staff members drawn from all departments in the college interested in the work. Working in cooperation with Dr. Clayton, this group has already put into effect some of the practices recommended by the project. Members of the Social Studies Department assisting Dr. Clayton are: Drs. Moffatt and

Fincher, and Miss Stewart.

My last report discussed to some extent, I believe, a projected experiment to bring about closer integration between the freshmen courses in Civilization and Citizenship and World Literature. Last year Mr. Walter Kops and Dr. Young (of the English Department) worked together with one division of freshmen, meeting for a two hour period. In the opinion of both teachers and students this experiment was a definite success. So much was this the case that we decided to carry on and enlarge the experiment for the coming year, 1951-52. There will be three of these integrated divisions, and two other staff members, Dr. Clayton of Social Studies and Mr. Hamilton of the English Department, will cooperate with Mr. Kops and Dr. Young who will continue their leadership in the work.

During the year we have worked out a new approach to the problem of observation in the Demonstration High School. It has been put into partial effect during the year just past and we expect that next year, if proper schedule arrangements are made, it will be in full operation. The plan is for the Seniors to have a free period which will coincide with the period of the high school class of Dr. Moffatt and their methods course period to precede or follow this high school period; in this way it will be possible for the methods teacher (Dr. Moffatt) to use constantly his high school class to demonstrate techniques discussed in the methods course.

For the Juniors a somewhat more complicated arrangement is necessary. It is planned to assign the Juniors in groups of seven or eight (or whatever number the high school program makes most feasible) to specific high school teachers for considerable periods of time. The effort will be made to assign these groups at the beginning of a unit of instruction in the high school so that they will have opportunity to watch the motivation and progress of the unit. Also, we hope to have the students participate in teaching experiences - helping with papers, working with groups, even teaching the class at times. I believe this program was discussed to some extent in my report last year.

Late in the year the State Board of Education, on the advice of the State Certification Board, abolished the minor in Social Studies and established, instead, a double minor - one in History, the other in Political Science and Economics. We have, therefore, been obliged to modify our offerings accordingly. The History minor as planned at present, will consist of eighteen credits, six of which will be obtained from the courses in Civilization and Citizenship (S.S. 100A and 100B) and the other twelve will be made up of S.S. 201 and 202 (United States History to 1920) and S. S. 101 and 102 (European History). Just now, due to our inability to offer many electives, it will be necessary for the Political Science and Economics minor to consist of the six credits derived from S.S. 200A,B,C (Current Economic,

Political and Social Problems) plus S.S. 301 (Principles of Economics) S.S. 302 (Metropolitan Field Trips), S.S. 402A and 402B (American and Comparative Government) and S.S. 407 (New Jersey State and Local Government). We hope that in the near future it will be possible to increase the offerings in economics and possibly in sociology in order to give to candidates for the minor in these fields a wider range of choice.

It may be, in view of these changes, that this is a good time to consider seriously certain other changes, long thought to be desirable by some members of the department. The almost complete elimination of electives for students majoring in the Social Studies means that they now graduate much less well prepared than formerly. So far as required courses go there have always been serious gaps in their preparation. They go out to teach with no courses in medieval or ancient history, and with a European History background which takes them no further than 1920. When one remembers that the basic Social Studies in all high schools are American History (two years) and World History - seldom European History, except as it forms a part of World History - it will be seen that these gaps in our preparation are not minor ones. It may be that it would be wise to change the requirements for the major in Social Studies, to include required courses in Ancient, Medieval and Recent European History. This would involve the elimination (from major requirements) of S.S. 301, 302, 402A and B, and 407. It would make it necessary to require all history majors to minor in Political

Science and Economics.

The advantages of such an arrangement would be many, the disadvantages few, in my opinion. For one thing, the numbers of students minoring in History and Political Science and Economics is steadily declining, due largely to the fact that English majors, many of whom formerly minored in Social Studies, now minor in Speech, which is, in all but name, about the same thing as a second minor in English. Science majors have always had what is equivalent to a minor in science. Music majors are pretty much relieved of the obligation of a second subject-matter minor. None of these fields are broader or more requiring of thorough preparation than Social Studies. The only argument which I have heard advanced against such a change as is proposed is that Social Studies majors would thus lose certification in a second subject which they would find costly when it comes to placement. While undoubtedly there would be a certain loss here, I doubt that it would be serious. As noted above, three departments already send out graduates with no minor. (I realize that Speech is certified, apart from English, but question if it means much in terms of placement.) Many Mathematics majors minor in Science which it might be thought (since no adequate preparation to teach Science can be obtained by a minor) is about the same thing as having no minor. Finally, such a high percentage of graduates in all departments are placed in the lower grades just now that the possession or lack of possession of a certified minor makes little

difference so far as they are concerned. And once the requirement of elementary certification is given up, it would still be possible for Social Studies majors to minor in Political Science and Economics and at the same time obtain another subject matter minor.

To be specific, the sort of arrangement I have in mind might be somewhat as follows; it is intended to be illustrative, subject to modification, rather than as representing final conclusions.

<u>The Social Studies Major</u>		<u>The Social Studies Minor</u>	
S.S. 101, 102		S.S. 301	
European History to 1920-	8	Economics	- 4
S.S. 201, 202		S.S. 302	
American History to 1920-	8	Met. Field Trips	- 3
S.S. 471		S.S. 402A, 402B	
Recent United States	- 2	Am. and Comparative Government	- 4
Ancient History	- 3	S.S. 407	
Medieval History	- 3	N.J. State and Local Government	- 2
Recent European	- 3	An Advanced course in Economics	- 3
S.S. 401			
Methods	- 3		
Total	<u>30</u>	A course in Sociology	- 2
		Total	<u>18</u>

I recommend that some such program be given serious consideration in the near future.

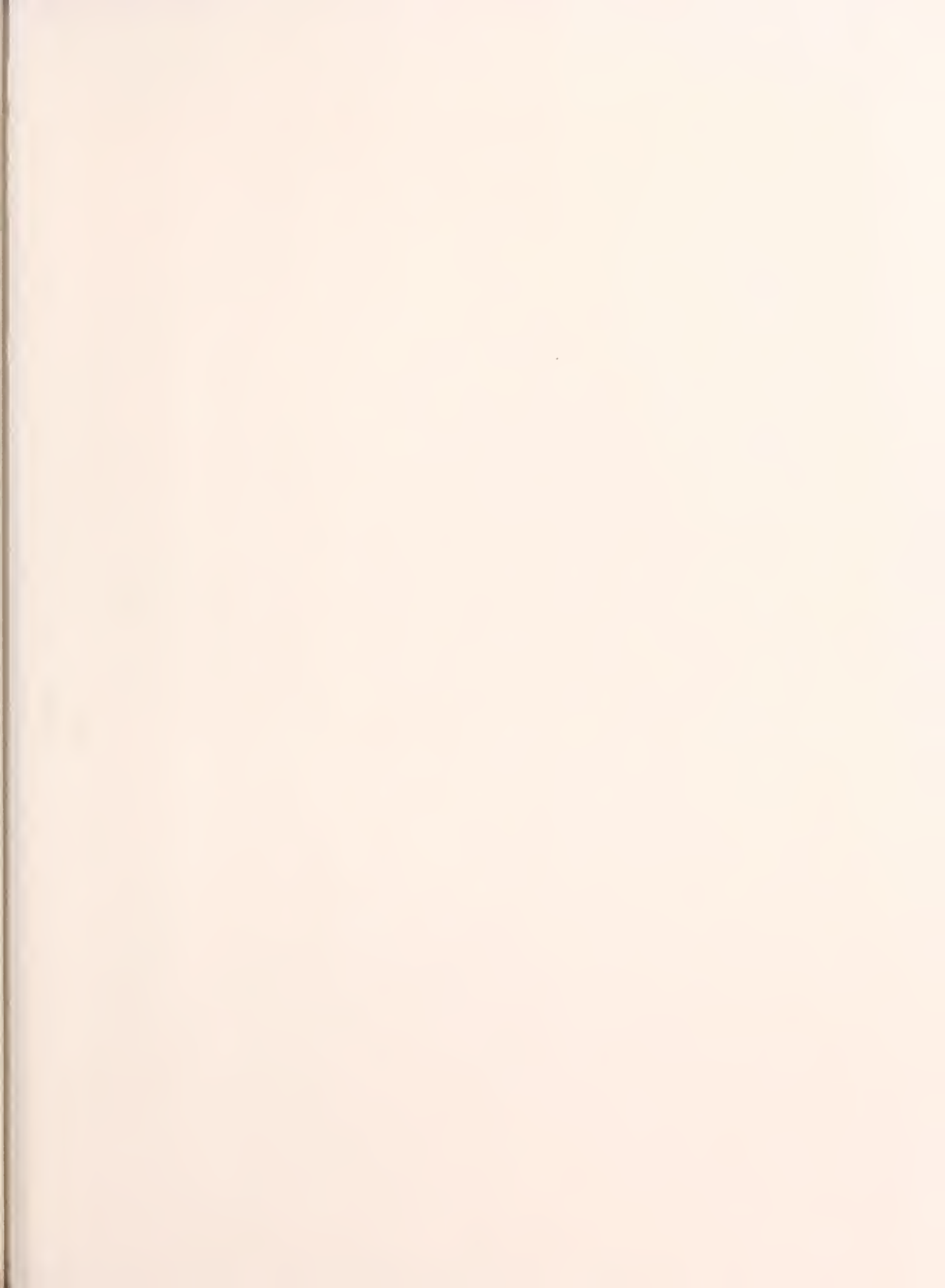
In past years I have called attention to the increasing burden which is imposed on some staff members by the numbers of students working for the Master's degree, a burden which falls on a few people because of the frequency with which certain fields are chosen for their examination work by Master's candidates. The sponsorship of a single individual calls for a good deal of work and

usually of inconvenience from the instructor; at least three conferences are required in each case, as well as attendance at the final examination, and often more than that are needed. Often such conferences have to take place at very late hours to accommodate people coming from a distance after school. I have proposed in the past, and I repeat the proposition, that such work when it runs up to three or four candidates a semester, as it sometimes does, is deserving of definite credit in the teaching load assignment.

I have also called attention for a number of years to the fact that a department as large as the Social Studies Department, with nine or ten persons having constant need for typewriting service, be provided with at least one first rate typewriter. There should, of course, be two. What we have is a very old one, which for weeks at a time is none at all, since it is away somewhere being tinkered with. It seems to me that this is a necessity so obvious that it takes precedence over many things for which money (admittedly scarce) is spent.

Respectfully submitted,

Eleanor C. Gage.







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